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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

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Strong Bodies and Alert Minds

WHEN we say that our country is engaged in "all-out" defense, we mean that all our energies, of body and mind, are being applied to the great tasks before us. But what if our bodies lag and our minds are dull?

The Surgeon General of the United States tells us that in America some "9,000,000 school children are not getting a diet adequate for health and well-being." The Deputy Director of Selective Service has said that "one-third of the rejections are due to nutritional deficiencies." Clearly, there is a connection between the two statements. Today, the Army which defends us would be stronger if yesterday our children had been given more and better food to eat.

All-out defense is not a matter of armies alone. Defense involves a whole people, alert and aroused to protect the standards of life which they hold dear. All civilians—men, women, children—must play their parts in the battle of production and the maintenance of national morale. That is why food is vital to defense.

What, then, can our schools do about food and defense? One thing is to help feed our children and teach them to know nourishing foods. This can be done both in rural schools and in city schools.

Even a single hot dish served in a rural school is a real supplement to the lunch box filled at home. Good food habits are absolutely essential to the strong bodies and alert minds we need for defense. But good food habits cannot be built without good food. That is why the actual provision of hot lunches is so important. We have learned from experience that when children are fed properly the quality of their work improves, they respond more rapidly to ideas, and they play more vigorously and happily. Frequently, Jack is a dull boy because he hasn't had enough or the right kinds of food.

Learning about preparing and handling foods is another important part of the learning experience. Those who study home economics are not only studying to become good homemakers, but they are learning essential facts

about diet. By learning to put to the best possible use the facilities they have, students can raise the whole level of family living.

I have been emphasizing *what* the schools can do about food for defense, and have not mentioned *how* hot lunches are to be provided or *how* instruction in nutrition is to be made feasible. These problems are often more serious in country schools than in city schools, and for the isolated one-room country school they seem almost insurmountable. But not quite.

Rural electrification has made many things possible for the country school which were never possible before. Even in very low income areas, REA-financed electric power has meant that rural people can have some of the greatest advantages of modern science. Now REA proposes to make loans for certain types of electrical equipment which can be used by rural schools or community centers, in order to help strengthen the role of food in defense.

But using food for defense is more than a school task—it is also a community task. Many community elements can rally around the school and help provide for hot lunches and the many teaching services needed to train our children adequately. How well the school contributes to defense depends on the community itself.

A long time ago the Romans had a slogan, "A sound mind in a sound body." No doubt the disintegration of Rome as a nation was in part due to the decline of its physical vigor. Ours is a young Nation. We have done much. We can do more. We must do more, now that we are faced with a conqueror as ruthless as any in all history. We can meet and overcome this threat only with strong bodies and alert minds. Health has long been a cardinal principle of education. Now is the time for schools to put that principle into action on a broader front than ever before.

John H. Studdaker
U. S. Commissioner of Education.

With the

U.S. OFFICE OF EDUCATION

this month

Report to Administrator

"This will be a critical year for American education," says John W. Studebaker, U. S. Commissioner of Education, in a special report to Administrator McNutt. "Schools will face new responsibilities growing out of national defense demands.

"Preparation of workers for service in defense industries will be a continuing challenge. During the past year federally aided vocational schools alone trained more than a million persons for defense vocations. This year's program of defense training in federally aided vocational schools should more than double the 1940-41 record training accomplishment.

"Colleges and universities will organize more short-course defense training classes in an endeavor to help meet a national shortage of engineers, chemists, physicists, and production supervisors. Plans call for training approximately 150,000 technicians in these essential defense vocations.

"Public and private schools may be expected to adapt their programs in 1941-42 to stress health and physical education, citizenship training, community, national, and international relations, with particular emphasis upon hemispheric solidarity. Schools this year will emphasize conservation of national resources more than ever before. They will explain in more detail the differences between dictatorships and democracies. Educational radio programs and forums will help to identify and endeavor to solve through public enlightenment and discussion major problems affecting our citizens in this defense period. Defense savings programs also will be inaugurated.

Release of Older or Married Teachers From the Army

Information has been sent to the Commissioner of Education by Maj. Gen. E. S. Adams, Adjutant General of the War Department, concerning policies of the Department which may help alleviate somewhat the growing shortage of men teachers. Because of the general interest in this problem by school board members, teachers, and others, the following paragraphs are quoted from General Adams' letter:

The War Department does not intend, nor does it even desire to keep in the Army beyond the period of their year's training the older or married men for whom this extension might involve undue hardship, and it is hoped that these men can be released from service without too serious a disruption of their organizations. Of course, we are faced with a problem of creating and maintaining an Army and the necessities of the present situation must be considered in determining the matter of discharges.

The proper procedure would be that the individuals concerned take the matter of their release up with their immediate commanding officers who will give the subject full consideration. Each case must be carefully investigated and judged on its individual merits. Also, the needs of national defense must be taken into consideration.

"Association Books" in the Library

Henry Barnard, first Commissioner of Education, brought with him his own books on educational subjects, and some of these, bearing his autograph, are still in the U. S. Office of Education library.

Around these books as a nucleus there has been assembled an exhibit of books associated with different commissioners. One or two interesting items from the

Barnard collection are: *Vassar Female College* by Moses Tyler. This bears an inscription to Henry Barnard with the compliments of "Math. Vassar." Another volume was once in the library of Horace Mann. It is inscribed to him by the author, and has the autograph of Henry Barnard on the title page.

Several presentation copies from the authors to Commissioner John W. Studebaker are also assembled in this exhibit.

Some volumes not associated with a Commissioner of Education include: An arithmetic dedicated to John Hancock when he was Governor of Massachusetts. This bears in its title page an unmistakable autograph of the "signer." Another book, a catalog of Randolph-Macon college for 1842 once belonged to John Q. Adams and was addressed on the back cover to Mr. Adams at Washington, D. C.

Many other interesting association books are in the library collection having belonged to educators of note and bearing distinguished autographs, such as Mary Lyon, Bronson Alcott and others. These are being carefully preserved in the "rare book" collection of the U. S. Office of Education.

American Education Week

"The Four Freedoms," a poster just off the press, is now available from the Superintendent of Documents, Washington, D. C.

This poster, containing the President's "Four Freedoms," was prepared by the U. S. Office of Education with a particular view to its usefulness during American Education Week (November 9-15) throughout the Nation. A reproduction of the poster is presented on the back cover page of this issue of *SCHOOL LIFE*.

Single copies are 10 cents each with 25 percent discount on orders of 100 or more.

"Education for a Strong America" is the theme for this the twenty-first annual observance of American Education Week. The daily topics are:

Sunday, November 9—Seeking World Order.

Monday, November 10—Building Physical Fitness.

Tuesday, November 11—Strengthening National Morale.

Wednesday, November 12—Improving Economic Well-being.

Thursday, November 13—Safeguarding School Support.

Friday, November 14—Learning the Ways of Democracy.

Saturday, November 15—Enriching Family Life.

American Education Week is sponsored by the National Education Association, the U. S. Office of Education, the American Legion, and the National Congress of Parents and Teachers.

Freedom's People—Radio Series

"Freedom's People" is the title of a new group of six educational radio programs sponsored by a special committee with which the U. S. Office of Education, together with the National Broadcasting Co. is cooperating.

The series, designed to promote national unity by improving racial relations, includes dramatized accounts of achievements by Negroes which have sped progress in national defense, industry, science, agriculture, social services, and the arts. First broadcast was on Negro contributions to American music.

Another broadcast dramatized careers of Negroes in science and discovery. It featured the work of George Washington Carver, distinguished colored scientist who was born a slave, and Matt Henson, one of two Americans to reach the North Pole on foot. He was Commander Peary's aide when the two made their way by dogsled and on foot to plant the American flag at the earth's northernmost tip.

Readers should call or write their local NBC station for time and date of future programs. A descriptive folder of the series is available from the U. S. Office of Education, which will also release through the Educational Radio Service, transcriptions of the broadcasts. These transcriptions are being made for use of schools, colleges, study groups, and other nonprofit making organizations for educational purposes.

The series is made possible by grants



Courtesy Washington Star

When student tourists come to Washington in the near future they will see the completed Jefferson Memorial which is shown in the distance in the above photograph.

from the Rosenwald Fund and the Southern Educational Foundation.

National Citizenship Education

The National Citizenship Education program will be organized in all States, furnished with funds, and the teaching schedule will have reached nearly a maximum by the first of the year, according to Director William F. Russell.

Letters have gone out from the three cooperating governmental agencies to their field representatives throughout the United States. Dean Russell contacted the chief State school officers; Commissioner H. O. Hunter sent an administrative letter to State administrators of the W. P. A. and Maj. Lemuel B. Schofield sent similar letters to the district directors of the Immigration and Naturalization Service.

Recipients of these letters began promptly organizing State advisory councils to carry forward the work of the program on a Nation-wide scale in such a manner as to leave the selection of teachers and materials in the hands of local authorities. A meeting of these

State officials was held in Washington at the call of Dean Russell.

Mrs. Roosevelt received the State representatives for their first meeting and tea at the White House. State advisory councils reported their progress and many who had not completed their organization gathered information and aids which permitted them to proceed.

Returning to their home States, most of the State councils began functioning shortly. Specific plans were drawn up and a large number of subprojects have been submitted. In many cases funds for State projects have already been "released," permitting States to go ahead with their plans to organize classes and proceed with teacher-training courses.

A 3-day conference of prominent educators followed the State advisory council conference in which the National Citizenship Education program organization worked out fundamental problems in the curriculum which it is now using to prepare teaching materials to be furnished the States upon request.

(Concluded on page 55)

Mastering the News

by James Chancellor Leonhart, Director of Journalism, and Members of Classes in the Baltimore City College¹

★★★ To enlist widespread preparation and willingness to think and talk on one's feet in a newswriting class is a difficult problem; differences in high-school students make the undertaking almost impossible in a few cases.

Here are some of the ways in which the writer and his journalism students in the Baltimore City College have been approaching the solution of the problem step by step for the past few years.

The philosopher, George Santayana, has a place among us for it is from him we learned, first:

"The *difficult* is that which can be done immediately; the *impossible*, that which takes a little longer."

We learned from Granville B. Jacobs, teacher of public speaking, second, that "the big difference in persons is not (necessarily) in formal education; it is not in natural ability; the big difference in persons is the degree to which they are positive or negative."

Recognition that information must be popularized and that radio quiz programs have done much in this direction by making it "the style" to know correct answers, was a third step.

The first three steps taken, members of five junior and senior journalism classes began to respond enthusiastically to our radio newscasting idea to stimulate student participation in oral expression, radio journalism, and newspaper reading and writing.

At first it was possible by means of an oscillator and a microphone in the student weekly newspaper office and a small radio in an adjoining lecture room for members of the classes alternately to broadcast and to receive student news reports from make-believe correspondents in the major capi-

tals of the world and at sources of national, local, and school news. "Mike fright" and other fears disappeared rapidly.

Describes Procedures

Mechanical equipment no longer available, students today are just as happy in the new procedure in the lecture room only, where from a lectern from which a card is suspended bearing the name of the mythical station WBCC, the newscasts are continuing daily, as enthusiasm for appearing before groups grows and interest in war news becomes more intense. Radio grammar and literature quizzes, spelling bees, "double or nothing" and "information, please" programs also have brought better results in teaching and learning the mechanics of English and in arousing appreciation of literature than have formal methods. The human interest and drama elements "do the trick."

The study of radio methods and requirements focuses attention on pronunciation, enunciation, and informal or conversational delivery, and engen-

ders a spirit of "say it now" but "say it right."

The complete current events coverage includes international, national, State, Baltimore City, and school news brought to the microphone (lectern) by student newscasters, who pretend that they are on the scene of the news.

Sources of information, of course, are newspapers, newscasts and sportscasts by professional reporters. Each student newscaster must write and read his own script or speak extemporaneously (not impromptu). Ad lib-ing is permitted on occasions—anything, at the outset, to get a boy to stand before a group and say something. Reading from clippings, however, is frowned upon by all present.

In each class, there are one or more announcers, sportscasters, a news analyst; dramatic, literary, art, and music critics; a freelance reporter; Army, Navy, Marine Corps, and aircraft defense specialists; and science and human interest reporters.

Every boy (Baltimore City College is a public high school for boys) has a running news assignment on which he

The Search for News

THE SEARCH FOR NEWS should always be a search for truth and the presentation of news should always be a presentation of truth.

In these times with newspapers and radio reaching into every part of the world, a most serious and increasingly far-reaching responsibility rests upon those who present news. In journalism classes in schools and colleges throughout the country there is fine opportunity to do constructive building for individual appreciation of this responsibility.

In the article on this page by James Chancellor Leonhart, director of journalism, and his students, some of the activities of journalism classes in the Baltimore City College are described, with a view to disseminating any suggestions these activities may hold for journalism classes elsewhere.

¹ Class members especially contributing to this article are Harold Blackburn, student announcer, and Hyman Katz, typist, together with several others who assisted in various ways.

daily keeps up-to-date. When the entire journalism period is devoted to newscasting, every student (about 30 to 35 in each of 5 classes) has an opportunity to appear at the microphone (lectern) at least once. (Several boys have more than one assignment.)

Two announcers alternate in bringing in and introducing all correspondents and others with commercials for school publications, athletic events, and social occasions. Six chairs are arranged in a semicircle behind the lectern. As each newscaster goes to the microphone, a boy leaves his classroom seat voluntarily and replaces his predecessor in the vacant chair, ready to appear at the microphone when his time comes.

The Newscast

Here is the way a newscast goes:

ANNOUNCER. "Hello, Americans: This is 'Reds' Blackburn, your WBCC commentator, bringing you the news of the day. This program is brought to you each day at this time through the cooperation of your student publications, The Collegian and The Green Bag. WBCC, the station that thrills a nation, has correspondents in all of the important capitals throughout the world. We give you a complete coverage of the news including headlines, interviews, human interest stories, sports, quizzes, spelling bees—any item of interest to our listeners. You will hear from London, Berlin, Athens, Rome, Tokyo, the Nation's Capital, and many other cities and countries from which comes spotnews every hour on the hour and oftener.

"WBCC—D-11-J (This is actually the class identification) on your dial—presents first, from the Nation's Capital, Frank Armstrong who will give you a quick summary of United States foreign news."

(A series of dots indicates omission of the body of a newscast and the return to the local station.)

ARMSTRONG. "Thank you, 'Reds' Blackburn. This is Frank Armstrong, your Washington correspondent, bringing you the latest developments in United States diplomatic relations as they happen here in the Nation's Capital. The first aid extended to Britain under the lease-lend program . . ." (The news is given.) "We now return you to Baltimore and your announcer there, 'Reds' Blackburn."

ANNOUNCER. "Thank you, Frank Armstrong. WBCC has now contacted its roving reporter, Jack Fritz, who traverses the continent looking for Marine and Navy defense news. Come in, Jack."

"Good morning! This is Jack Fritz, your naval preparations correspondent, speaking to you from the Brooklyn Navy Yard in New

York. The new merchant marine program is proving to be quite a boon to shipbuilders all over the country . . ." (The news is briefly summarized.)

ANNOUNCER. "Thanks, Jack. Now, our radio technicians transport you across the Atlantic to the stronghold of democracy, the British Isles. We're waiting, Millard Schaub!"

"Hello, members of the radio audience, this is Millard J. Schaub, your foreign news reporter, with the latest reports of the various Dominions of Great Britain. British shipping losses are being cut down through the work of fleet destroyers and planes . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Mr. Schaub. WBCC now switches control of the air to Mr. Schwartz in Berlin, for the German version of the same news."

"Good morning, ladies and gentlemen! Benson Schwartz speaking in Berlin and reporting to you the news as DNB sees it. German sources reported today . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Mr. Schwartz. For the past few minutes, WBCC technicians have been feverishly working to contact Vichy, France. I believe the proper connections have been made, so get ready for the news of a fallen nation from Charles Collins."

"Good morning, everyone, this is Charles Collins delivering the news to you from the Petain capital here at Vichy . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Charlie. Ladies and gentlemen, at this time, WBCC takes you to the Balkans. Your announcer will be Allan Fried."

"Thank you, 'Reds,' and hello, everyone, Allan Fried, your Balkan reporter, brings you up-to-the-minute news of this part of the

world." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Allan Fried. We interrupt the program for a few seconds with the following electrical transcription." (Sung by two boys.)

Oh, won't you buy *Collegian*? (student newspaper)

Collegian's the best in the land.

Oh, won't you buy *Collegian*?

With all of the boys, it's just grand.

There's Dodson and Moser and Donahoo, too—

Mr. Leonhart never tires of them,

And neither will you;

So just buy *Collegian*

And join up with City's whole band!

(Don't mean your uncle)

Join up with City's whole band!

ANNOUNCER. "You have just heard an electrical transcription of *Collegian* Blues by the Melody Maulers, Bob Moser, and Ed Green. Proceeding with the scheduled program, we bring you news of the Far East from Dave Haberman in Chungking."

"Thank you, 'Reds,' and good morning, friends. This is Dave Haberman, your American news correspondent greeting you from Chungking, the provincial capital of China, with the latest Chinese war news. According to reports received from reliable Chinese sources here . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Dave. WBCC has just received an urgent request from Marvin Abrams in Egypt to clear the air for some spot news. Go ahead, Abrams!"

"Marvin Abrams, your ace foreign reporter, brings you the latest news of the African war from Cairo, Egypt . . ." (The news is briefly summarized.)

ANNOUNCER. "That was certainly encouraging news, Marvin, thanks a million. At


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A section of the journalism class.

Contributions of Far Eastern Studies to American Education

by J. K. Fairbank, Instructor and Tutor in History, Harvard University

★★★  "Do you think the Japanese nation, acting with the old *samurai* spirit will commit national suicide rather than be stopped?" This question has been asked repeatedly. It illustrates the naïve and superficial approach which we Americans seem obliged to make to our Far Eastern problems. In no aspect of foreign policy are we perhaps more signally hampered by public ignorance. Is Singapore really important? Must we protect the Philippines? Can China be conquered? As a people we have but little perspective with which to answer such questions.

Far Eastern studies are needed in our curriculum first of all to give us practical information. Foreign policy in a democracy must rest upon the understanding of the people. It follows that American foreign policy in Asia must rest upon the wisdom of the American public concerning Asia.

In constructing our Asiatic foreign policy, we are therefore greatly handicapped by the inattention paid to the Far East in the American curriculum. A number of colleges have a course of some sort on the Far East; this is all to the good as far as it goes. But the great number of American citizens, who go through the high-school curriculum only, have little opportunity to acquire even a faint understanding of the civilization of China and Japan. This is an unavoidable result of the historic fact with which we are confronted, namely, that the civilization of eastern Asia is on the whole the other great civilization besides our own. (Although India is likewise the center of a different culture, many aspects of its institutional and political history are relatively unrecorded and obscure.) In China we have the one surviving culture of the ancient world which has persisted with unbroken traditions down to the very recent past. The

continuity of Chinese institutions and ways of life is unrivaled in world history. The care with which Chinese history has been recorded by the Chinese is also unrivaled. Since the Chinese way of life sprang from different principles in order to meet different conditions, its nature and its development cannot easily be grasped by an American student in a few course meetings.

There is, however, another reason for a greater emphasis on Far Eastern studies in the American curriculum. This reason is perhaps not so immediately practical as the need just mentioned, but in the long run it must be considered equally important. I refer to the value of Far Eastern studies for comparative purposes.

Comparative Method

The comparative method has already been extensively used by sociologists and anthropologists, and the historian is now beginning to follow their example. To those who are now using the comparative method in social studies, the tardy acknowledgments of an historian may provoke a smile. But the fact remains that even that most conservative type of scholar, the historian interested in the facts of the past, is now beginning to contrast the facts of one period or country with those of another. For example, historical comparisons of the great revolutions are now in vogue. In short it is quite plain that the comparative method is a new and important tool for all students of human society.

It is not difficult to see why this should be so. If our final object is perspective on the needs of man and his ways of filling them, then we must plainly have more than one point of observation, whether it be in a different time or a different place. Thus we can

understand ourselves and our own pressing problems by observing others. It is in this respect that the study of the Far East has a really great contribution to make. Indeed it is not too much to say that comparative studies of Asia, when conducted by trained workers, will open up a new era in the social studies and in our understanding of the West.

The civilization of eastern Asia, being in itself a complete civilization, has points of comparison with almost every aspect of western European civilization. Within the limitations of historical method, which does not allow the repetition of experiments under identical conditions, it is safe to say that there is no social phenomenon in the experience of the West which does not have some counterpart or contrast in the experience of the East.

Thus the decline and fall of the Roman Empire may be compared to the less extensive but nevertheless definite and disastrous decline which followed

(Concluded on page 41)

Far Eastern Studies

DR. FAIRBANK, the author of this article, is one of a score of young men who are pioneering in the important and neglected field of the study of Asia, supported in part by the leading foundations and working chiefly in the larger graduate centers where the necessary Chinese and Japanese books are available.

By the use of the native languages and the extensive amount of literature written in them it is possible greatly to revise our traditional conceptions of the Far East. Increasing numbers of specialists in the social sciences are acquiring a knowledge of Chinese and/or Japanese as tools for their research. The author of this article indicates some of the possibilities inherent in such pioneer work.

Encouraging a Better Understanding of Canada

by A. Paul Papin, Dallas, Tex.

★★★ A precedent was established in Dallas, Tex., during last year toward the cause of closer inter-Canadian-American relations when the teaching of Canadian history was authorized in the secondary schools of this city by the board of education. The decision forms a milestone in this field. The results obtained so far have been most encouraging.

In the development and teaching of our new study, we feel that we have opened up a whole new vista that offers opportunity for an immediate, better understanding of our hemispheric, historical background. The study of the individual history of Canada offers a broad view of a people whose culture, history, geographical nearness and identity of interests have been closely associated with the development of our national activities and policies during the last century.

So Much in Common

From the outset the student becomes interested in the history and destiny of a people whose national institutions, government, language, religion, and everyday life have so much in common with his own, and whose literature is readily accessible to him in his own language. The fact that the history of the Dominion of Canada parallels that of his own country in many details also helps him acquire a clearer perspective of important national events that previously held little or no significance for him. The covert import of dates such as 1776, 1812, 1860 suddenly springs forth with a new colorful meaning. The "United Empire Loyalists" no longer represent merely a group of people who refused to fight and who ran away to another land, but they become the pioneers and founders of English Canada. The French-Canadians, sometimes described simply as trouble-makers, whose lives were devoted to the destruction of the American Colonists, are now shown as a

sturdy, individual race of seafaring men, explorers, and settlers; men who have contributed their share to the development of their country, and who have produced such great national leaders as Sir Wilfred Laurier, Henri Bourassa, and Ernest Lapointe.

Step by step the obtuseness of vision on the part of some of our historians, who seemed to believe that a one-sided presentation of facts dealing with phases of our national policy was in keeping with their patriotic duty is offset. The student is intelligently prepared to evaluate factual developments on their own merit and soon will be equipped to undertake the more serious study of inter-Canadian-American relations proper.

In this connection the first evident, geographical fact is that Canada is separated from this country by an established, political line, and not by a natural frontier. Geographical and climatic conditions are about the same within 100 miles or more on either side of the line, and 90 percent of the Canadian population live within this radius. Along this 3,000-mile border Canadians and Americans are in daily contact, they speak the same language, raise similar crops, live in the same type of houses, and use the same methods of farming. They listen to the same radio programs, and in many instances, they read similar books, newspapers, and magazines.

An atmosphere of friendliness and cooperation predominates among these people, whose everyday occupations are so similar, and whose way of thinking differs mainly in terms of their respective allegiance. The Canadians sing "God Save The King" with patriotic sincerity, but they also know the American tunes, and they discuss the President of the United States as well as the King of England. Progressive Canadian writers, such as Dafoe, McCormac, and Scott, have long ago recognized this tendency, and have wisely

undertaken to educate the minds of their fellow countrymen for what they consider the inevitable conclusion resulting from economic dependency, geographical nearness and identity of interests with their southern neighbor, along with the vast distance intervening between Canada and the mother country.

An Object Lesson

The study of the history of Canada also serves as a sober object lesson of what can be accomplished, even under duress, when sane determination and good will prevail. That country with a population of 11,200,000 has played her part with great dexterity in the midst of a whirlpool of power politics. She has survived this experience while succeeding in obtaining her independence, preserving her national institutions, and at the same time, she has acquired the respect of her southern neighbor. Her national security has been greatly dependent upon the might of the British Navy on the one hand, and the Monroe Doctrine on the other.

All of a sudden, an emergency of tremendous magnitude faces the world, and it has caused Canada and the United States to become more closely united in a desire to preserve our systems of government and our way of living. The sudden realization that our destinies and our very existence have been challenged hastened our will to quickly pool our resources and prepare a program for our common defense. Coincidental with this decision the need for an educational program to inform the mass of the people about the historical and cultural backgrounds of the Canadians comes to the foreground. Emphasis for the most part in pan-Americanism programs has been placed upon the countries situated south of the Rio Grande. Our Western Hemispheric programs include the Pan American Union with its clubs, newspapers, magazines, radio programs,

motion pictures, lectures, conventions, and countless well-organized excursions across the Rio Grande. We have successfully sponsored the interchange of instructors between our country and the Latin-American nations. We have added the study of Latin-American history to our curriculum, and the Spanish language is now taught in our universities, colleges, high schools, and in some of our grade schools. We have used every known agency to promote friendlier relations with our southern neighbors, and we justly feel that much has been accomplished by having adopted such a sustained, well-coordinated policy.

The Dallas schools enjoy the distinction of being probably the first in the United States to have added a course in Canadian history in secondary schools as a part of its good neighbor policy. The initial work consisted in preparing an outline and a bibliography for the new study. Then the task of convincing the board of education that the teaching of Canadian history was directly in keeping with the good neighbor policy, and that the course should be added to the curriculum, was attempted.

On January 21, 1941, History 10, or Canadian history, was officially added to the course of studies, and the writer accepted the responsibility of preparing a text for said course, since no text written by an American author could be located. As the work was produced it was multigraphed and distributed to the students. At the time of this writing 150 text pages have been presented and accepted. This section deals with French Canada up to 1759 and constitutes part I.

Many histories have been published in this country, each one building on those published before, but our attempt is based upon an objective approach to the subject, substituting important, colorful anecdotes for the usual chronological table of facts in an endeavor to arouse the interest of the students.

In view of the time element involved in this course (it is offered for only one semester), this method enables the instructor to do away with the least practical in terms of content, in favor of the most practical. The second part

will discuss Canada under the British rule up to World War I. This part should lend itself to a study of our cultural interchange and to a better understanding of the formation and early development of our systems of government similarly based on democratic principles. It should further form a basis for the study of modern Canadian-American relations which is taken up in part III.

The problem of assembling the necessary reference books, magazines, and pamphlets was quickly solved as a result of the genuine interest shown by Canadian and American governmental officials and educators, who have sent us an avalanche of excellent, up-to-date material that was promptly absorbed in our libraries and cataloged for future use by the instructors and students.

The work is enjoyed by the students and watched carefully by the parents and educators who are interested in the project. Daily we receive letters from various parts of this country and Canada inquiring about the progress and offering valuable assistance. During the last few weeks we have received information tending to justify optimism in the belief that the teaching of Canadian history will acquire enough momentum to place this study in its rightful place in our national curriculum. The teaching of Canadian-American relations in our institutions of higher learning is now firmly established in California, Minnesota, Maine, and in several other eastern universities, but Dallas seems to be the pioneer in the field of secondary education.



Mastering the News

(Continued from page 37)

this time, WBCC brings you the news direct from Norway."

"Hello! America! Joseph Li Pira, WBCC's news correspondent in Oslo, Norway, covers the Scandinavian situation. Things have happened here in Norway" . . . (The news is briefly summarized.)

ANNOUNCER: "Thank you, Joe. While still abroad, we shall hear now what newsmen are saying about Spain. Take it, John Deinlein."

"Good morning, ladies and gentlemen! John Deinlein, your WBCC reporter, passes on to you the news of the day direct from Madrid, Spain . . ."

ANNOUNCER: "Thank you, Mr. Deinlein. Now WBCC transports you just across our southern border into Mexico. Mr. Spruill, a special good will correspondent for our studio, will give you the latest developments."

"Hello, everyone! This is Victor Spruill, your WBCC reporter in Mexico, speaking to you in behalf of our friendly neighbors next door. Naval quarters in Mexico City today said . . ." (The news is briefly summarized.)

ANNOUNCER: "Many thanks, Vic. And now a word from our sponsor, *The Collegian*, by Calvin Kovens, business manager."

(Commercial.) "Fellows, do you know what is going on in your school; are you familiar with all of the activities of your present home? You should be! Now, I realize that you can't attend all of the sports events, or all of the club meetings, or all of other myriad activities that go on in Baltimore City College, but you can be familiar with them. It's simple! Just read *The Collegian*, one of the finest high-school publications in the country. Five cents a copy; 50 cents for one-half year; \$1 a year. Be in the 'well-informed' class at City College; know your school; read *The Collegian* . . ."

ANNOUNCER: "Folks, who could ask for more!? After giving you all of the latest in news stories, WBCC turns to its sports staff for a complete coverage of professional, amateur, and scholastic athletics. First, we call on Jesse Greenbaum for scholastic sports."

"Hello, sports fans!—Your scholastic sportscaster, Jesse Greenbaum, has sport news for you hot off the wire. As all of you probably know, City College triumphed in its first play-off game with . . ."

ANNOUNCER: "Thank you, Jesse. Now over to professional sports, furnished to you by Charles Tracy, the busiest reporter in town."

"Hello, fans! Here's Charles Tracy, focusing the sport spotlight once more. First, let's switch it on . . ."

ANNOUNCER: "Thanks, Charlie. I regret to inform our listening audience that our amateur sports correspondent is sick today, but he will be back with you tomorrow. You know, you can't beat WBCC for an accurate and complete newscast. We take great pleasure in presenting to you Norman Shapiro with the human side of the news."

"Thanks, 'Reds.' Hello, friends. Norman Shapiro will now try his best to put a human touch to some of the depressing news of these troubled times . . ."

ANNOUNCER: "WBCC has now completed her scheduled program of foreign, local, and sports news, but we're not finished yet, by any means. I am proud to present that famous writer, author, and former foreign correspondent, Joe Robinson, who will analyze the headlines of today's news, ladies and gentlemen, Joe Robinson!"

"Good morning, Mr. and Mrs. America. This is your news analyst, Joe Robinson, summarizing today's news which is tomorrow's history in the making . . ."

ANNOUNCER. "Thank you, Mr. Robinson. Now, radio listeners, I see our time is about up for today. We'll be back with you at this time tomorrow with our daily news round-up. This is 'Reds' Blackburn, speaking in behalf of his fellow announcers and our sponsors, wishing you a fond farewell and returning you to your local stations."

What We Have Learned

After more than a year of responses like the foregoing, we believe that we know three things:

First, the secret of getting 100 per cent student preparation and participation in oral and written expression resides in the ability of teacher and students to bathe their thought, their task, their lesson in the stream of interest.

Second, mechanics of English can be popularized, when students once see that principles of punctuation are signals from the writer to the reader—that a pause at the right time is more eloquent than words—that principles of composition are simply the rules of the game.

Third, our methods get better results than many others in nearly all phases of English, to which records of recent departmental and unit tests and classroom observation will testify.

Call it what you will—journalistic writing, public speaking, radio-journalism, or motivated composition—it works. It works because there has gathered about the job of a newsgatherer, newswriter, newscaster, the importance of truth, an atmosphere of mystery and romance, a glamour that has an unfailing appeal for a young man on the quest for a vacation, for a student on his way to college, or even for a lad who still thinks it's all done just for him.



Standards

The State board of education of Oregon, according to the *Oregon Education Journal*, has adopted standards for elementary schools in that State. The standards as given in the journal relate to such matters as the curriculum, instructional equipment, the school library, the staff, community relations, length of school term, pupil-teacher ratio, school site, and school buildings.

Contributions of Studies

(Concluded from page 38)

the Han Empire (206 B. C.-220 A. D.). I do not mean to suggest as one writer has done that the building of the Great Wall of China, by supposedly deflecting nomads to the West, caused the fall of Rome. Such immediate connections are always likely to be far-fetched. The point is that the experience of an entire era in China has striking similarities to the experience of a well-known era in the West.

Superficial comparisons of this sort strike the eye as well as the fancy and can be multiplied. Thus Marco Polo, the medieval Italian at the court of Kublai Khan, has his counterpart in the Chinese Nestorian priest from Peking, Rabban Sauma, who came to Europe in the same period and saw the Kings of France and England as well as the Pope.

Again, on a geographical basis, striking similarities can be drawn between the islands of Britain and those of Japan, on the opposite edges of the Eurasian Continent. In their early unification and early development of nationalism, in their dependence upon sea power, and in their concern lest the continent be unified against them, these two island empires offer fascinating comparisons. It is plain that studies of this type can be of use in the classroom (providing they are soundly based) because of the broader view of the world and its interconnections which they present to the student.

Institutional Studies

But there is a much greater possibility than this to be found in the field of institutional studies. No serious student of problems of social control and social organization can fail to be impressed by the achievements of Confucianism in China. The political doctrines of Confucius and his great follower, Mencius, succeeded in uniting politics and ethics in a manner which would amaze the Machiavellis of the West. As a result of the Confucian teaching, the virtuous Chinese individual became *ipso facto* a loyal subject, and the holder of political power in

China had, necessarily, to play the part of the benign and paternal ruler. In this way the ethics of Confucianism provided a basis both for virtuous individual conduct and for the proper exercise of political power. It established an impregnable ethical sanction for authority. To no small degree the Confucian system of ideas, as finally developed and applied, has been responsible for the relative stability of Chinese society. Western study of this great achievement has hardly begun.

No sociologist, for example, can afford to ignore the remarkable success obtained by the rulers of China in using the examination system to enlist all able men in the loyal service of the State. In theory any boy of sufficient intelligence and assiduity could succeed in the public examinations and rise as far in the bureaucracy as his talents allowed him. An official career was always open to talent. Genius and ability were drawn from the mass of the population wherever they might appear. In this way potential rebellions were deprived of their leadership, and the tradition that all had an equal opportunity in official life assuaged the discontent of the peasantry. Of course this theory worked out a bit differently in practice, and landlords' sons who could more easily afford to study tended to get ahead in the examinations. The use of this official myth as a cloak for class domination therefore makes a most interesting and instructive study.

The Chinese and Japanese languages are being mastered by increasing numbers of American students at the larger centers of graduate study. Since many millions use these languages in Asia it is not too much eventually to expect a few thousand Americans to learn to do so. Whether we produce language students by the thousand or the hundred, it is plain that we Americans are bound to begin thinking soon in a new dimension, measuring our achievements and our weaknesses against those of the great civilization of eastern Asia.

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On the way to the book fair.

Children's Book Week—November 2-8

Forward With Books

by Nora E. Beust, Specialist in School Libraries

★★★ The Children's Book Week slogan, Forward With Books, is a challenge to educators, librarians, scout leaders, book sellers, and publishers. It is a slogan to use with the efforts to make worth while books available to boys and girls; books which will aid young people to become better acquainted with the gallantry in our country's history; books which will provide an opportunity to read more widely about the courageous men and women who contributed richly to the building of the ideals expressed in the American way of life; and, most important of all, books which make for understanding—understanding of self and associates as well as for peoples beyond the range of personal acquaintance. The slogan for Book Week is especially appropriate for furthering the program of better understanding of the other American republics.

Emphasizing Hemisphere Solidarity

With their usual alertness, children's book editors were aware of the grow-

ing interest in hemisphere solidarity and have provided some excellent reading materials. These help to fill the need created by the desire of young readers to know something about the neighbors to the South who are so frequently referred to in adult life.

Books of biography, history, science, art, fiction, folklore, and picture books are on the current lists of publishers. There is, for example, the translation of *The Legend of the Palm Tree*, by Margarida E. B. Duarte with the original illustrations made by the famous Brazilian artist, Paulo Werneck. The book received an award by the Children's Literature Committee of the Ministry of Education in their undertaking to familiarize the children of Brazil with the folklore of their country. Now that this story is available in the United States, it is tangible evidence of the understanding and good will that can be advanced in a child's picture storybook. The dramatic account of the origin of the palm tree is told in simple prose and with effective,

colored illustrations. The use of the good Tree of Providence, as the happy natives of Brazil call it today, does much to alleviate the suffering caused by the parched earth of hot, dry regions.

Quito Express, with pictures by the author Ludwig Bemelmans, is another type of illustrated story, for here the center of interest is the humorous episode which befalls a very human little Inca boy who sits monotonously all day long watching the two chickens to prevent their stealing the corn that is spread out to dry in the sun. The scene changes, and suddenly Pedro is experiencing the type of adventure that seems intriguing to most children, especially when it can be enjoyed vicariously in the safety of school or home. The author not only tells a good story, but he has succeeded in giving young readers a glimpse of the life that goes on in and around the famous railroad which runs from Guayaquil to Quito, Ecuador.

For the boys and girls who are beginning to read about the home life of children in other lands there is the appealing story of *Panchita, a Little Girl of Guatemala*, by Delia Goetz, with distinctive character illustrations by Charlotte A. Chase. Panchita lived high in the mountains of Guatemala with her Indian family who were considered the best potters of the village. Alas, Panchita cared more for running with the dogs to play in the ravine than to sit still and pat the clay into bowls that could be sold in the market. A golden-haired, blue-eyed, red-lipped doll dressed in a frock of ruffled pink silk is used to introduce the influence of urban life. It is the desire for this toy that inspires Panchita to make the effort necessary to learn the art of pottery.

Two Children of Brazil, by Rose Brown, with illustrations by Armstrong Sperry, is loaded with information about both jungle and city life of Brazil. Facts about wild animals, vegetation, industries, food, clothing, manners, family life, folklore, festivals, and places of interest in and near Rio de Janeiro are used to reconstruct an authentic background for Joa and Tatu and other members of a well-to-do Brazilian family. The children have

several exciting though plausible adventures. The book's contribution is definitely more to facts than fiction.

The Silver Llama, by Alida Malkus with gayly colored and significant black and white pictures by the author, is another introduction to South America of today. This time the scene is laid high in the Andes of Peru with the interest focused on a pretty, pure-white baby llama, the pet of a little Indian boy. The life of the herdsmen, their courage and faith in adversity, and finally the miracle are presented with keen insight and understanding.

Cedar Deer, written and illustrated by Addison Burbank, goes a step farther than the books previously mentioned by acquainting the reader with some of the problems of the descendants of the Maya Indians in their relationships to the white landlords of Guatemala. Tomás, the hero, is more than a little boy, for the artist author endows him with a personality. He is the symbol of the enslaved Mayans who have kept alive the tradition of their cultured ancestors through secret councils ever since their conquest by the Spanish Alvarado. The Indians' belief in sorcery, their superstitions, and worship of idols make a strange setting for the struggle for freedom.

The President of Guatemala's explanation of citizenship, namely, all persons have obligations to their country—someone must harvest the coffee, just as someone must help build roads—satisfies Tomás, the messenger of his people, when he hears that forced labor is to be stopped by law. The social problems do not obscure the dreams of Tomás to become a sculptor like those of ancient times. The vivid description of the flying tree dance shows in a measure how significant the arts, including dancing, weaving, wood carving, and folk tales, are to the life of the people. The author uses the Mayan numerals of dots and dashes to number the chapters. There is also an interesting vocabulary of Spanish and Indian words. *Cedar Deer* can be read with pleasure by both children and adults.

Quetzal Quest, the story of the capture of the quetzal, the sacred bird of the Aztecs and the Mayas, by Victor W. von Hagen and Quail Hawkins and

illustrated by Antonio Sotomayer, gives boys and girls an account of a real scientific expedition into Honduras by American naturalists. Against the brilliant coloring of the sky and forest, Fidelio sits where he can see the white cliffs they called La Peña—

the rock of sorrows, the mysterious place everyone spoke of with fear. Up there in those deep jungles were giant trees festooned with great, thick creepers. The jaguar lurked there and the harpy eagle. Monkeys could be heard in the night of the full moon; howling monkeys that sang and shrieked throughout the night. There, too, was that beautiful bird with the green feathers that Old Chico said were like those once used for the crown of Quetzalcoatl, the Plumed Serpent. Fidelio wondered what he looked like. Old Chico said he was sometimes called the Fair God because he had a fair white skin and a black beard—so different from the Indians who worshiped him in long-ago Mexico. But he had gone away, on a raft of serpent skins, Old Chico had said, even before Moctezuma ruled.

Even though Fidelio becomes attached to the scientists and the quetzalitos, the little birdlings that he had loved and cared for all summer, it is difficult for him to forget the stories of enchantments about the strange Sisimiki. It is not until Don Victor catches the small furred animal which the Indians had believed was a monster

that Fidelio loses his fears. The Indian boy's exposure to modern civilization makes a fascinating study of contrasts.

The art of reading is an unusual subject for a child's book; however, *The Village That Learned to Read*, by Elizabeth Kent Tarshis, has the suspense and human interest that are desired by young readers. The plot of the tale is simply the story of Pedro who is determined not to learn to read. The pride of the inhabitants of the Mexican village in the new school that everyone in the village had been working on for several months is expressed in the gay fiesta for the opening of the school. All know that the children will profit by learning to read—all but Pedro who required a great deal of persuasion. The slogan "Forward with Books" might almost have been the title of this amusing tale which incorporates much of the work and play of a typical Mexican community.

Mexican Popular Arts, by Frances Toor, though not written expressly for children can be read by boys and girls of the intermediate grades. Young children interested in Mexico will appreciate the pictures. A brief, historical background of handicrafts forms the introduction which is followed by

"The elder brother explains."



a chapter about how the Indian artist craftsmen live and work today. Weaving, regional dress, pottery, handblown glass, gold and silver crafts, toys, popular dishes, houses, popular painting are some of the arts which are explained and illustrated with pictures in color and photographs.

There is a group of significant general books. Richard C. Gill's and Helen Hoke's *The Story of the Other America*, illustrated with numerous marginal drawings by Manuel R. Regalado, links the history of South America with that of North America and Europe. The authors attempt to help children of approximately fifth-grade level and beyond to understand what took place in the economic and political development of South America by such statements as—

They have never really wanted us to be a *big brother* to them—but they do want us to be a good neighbor—and understand them.

And at last, that is just what is happening.

A new feeling of friendship between both the Americas—North and South—began to develop when the Pan American Union was formed. Its very name means a Union of all the Americas . . . and for many years, men from all the different countries had been trying to form it.

Simón Bolívar, the great Liberator, was the first one: as long ago as 1826, he tried to bring the American countries together. But that was too soon. They still had to "settle down."

Neighbors to the South, by Delia Goetz, embraces 12 Central and South American countries of today. The clear photographic illustrations and open page give the book an inviting appearance—nor will the child be disappointed in the text, as there are many graphic episodes, such as when a Spanish conqueror took a piece of paper, crushed it in his hand, and placed it on the table before the king to describe the topography of South America.

Each country is considered separately. Essentially facts about the geography, climate, and people are brought out, but through the book there is enough of human interest to give the sketches individuality.

South American Roundabout, by Agnes Rothery, illustrated by Carl Burger, is an objective guide to travel in modern South America with brief, historical interpretations. Descrip-

tions of products such as the balsa tree, the taqua nuts, the cacao bean; accounts of the habits of strange birds and animals; and biographical sketches of Pizarro and Bolívar add to the interest.

Roundabout South America, by Anne Merriam Peck, with photographs and illustrations by the author, is more detailed than the previous books and intended for junior and senior high school students. It is primarily a narrative of what she saw in a recent trip from Panama through Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, and Brazil. Accounts of the work of some of the modern educators, craftsmen, artists, musicians, and authors are included.

Progress in the good-neighbor policy can be further through the understanding with which life in the other American republics is interpreted to children and young people by the authors and artists of children's books. This brief list indicates only a few of the excellent new titles. There are many older titles which are included in such lists as *500 Books for Children*,¹ and new titles which are yet to be published.



Special Libraries Discuss Crisis

At the Special Libraries Association's thirty-third annual convention, emphasis was placed upon the effects of the national emergency upon the business, industrial, and scientific libraries which compose a large part of the membership in the Special Libraries Association.

In her opening report to the convention, President Laura A. Woodward noted that the emergency was no longer a vague impression of a war being waged on foreign soil but was now an immediate challenge for the complete mobilization of material and personnel. She stated that libraries have an essential part to play in the "tooling up" process. It is libraries that supply the information which makes possible "the machines that make the tools that make the machines that make the airplanes."

¹ Beust, Nora E. 500 books for children. Washington, D. C.: U. S. Government Printing Office, 1940. Office of Education Bulletin, 1939, No. 11, 15 cents.

Speaking before a general session, Sir Angus Fletcher, director of the British Library of Information, stated: "In times of great national emergency whether it be actual war, as in the British Empire which is now fighting for its existence, or whether it be, as in the United States, the urgent need for immediate defense on a colossal scale, swift access to sources of accurate information is a vital element in the national effort.

Defense Literature

In another address, Eleanor Cavanaugh, librarian of Standard and Poor's Corporation, described the problem before the special librarian in acquiring and organizing defense literature for her clientele. "Defense literature," she pointed out, "means Government contracts awarded, priorities, production, critical materials, housing, transportation (railroads and shipping), labor and wages, Government procurement, export control and civilian defense." Copies of the legislative acts and Executive orders, such as the lend-lease, claims act, appropriations acts, and others, must be obtained and made ready for reference. Legislation in other countries, especially Great Britain and Canada, must be watched so that the benefit of their plans and experience will be available. All defense literature must be obtained quickly, read, organized, routed to the key persons in the library's clientele, and then filed for future reference.

Tomorrow's Research

At the second general session, F. E. Raymond, administrative assistant of the National Industrial Conference Board spoke on Research and Its Place in the World of Tomorrow. In summing up, he declared: "Inasmuch as future research and ultimate progress can only have a solid foundation in the accumulated records of past experience and study, so the future place for research is marked by the successes and failures of the past in order to supplement the waning initiative of individual enterprise by the organized effort of trained professional groups. Thus, the laboratory and the library are inevitably linked to the modern spiral of progress; the former delves after truth, the latter strives to make it available to all who have need of facts."

Reports presented during the conference indicated that in addition to progress in technical matters and public relations, committees of special librarians had been active in the field of national defense, aiding Finnish libraries, and improving relations with Latin America.

Financial Aid to College Students

by Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division

★★★ The availability of higher education has increased greatly in recent years. To the usual provisions of financial aid granted by institutions of higher learning has been added that made by the Federal Government through the National Youth Administration. Although aid of the customary type—scholarships, fellowships, loans, etc.—probably has not increased materially, if at all, the Federal Government's program for assisting students has enabled a far greater number of young people to attend college during the 6 years that the student-aid program has been in operation than would have been the case otherwise.

Each year each of the colleges and universities which cooperate with the National Youth Administration in its student-aid program submits data covering the amounts of student aid available to its students from all sources. The data thus assembled for the year 1937-38 were made available by the NYA to the U. S. Office of Education on its request for study.

The number of colleges aided by the NYA in 1937-38 was 1,651. This included 264 which did not appear in the 1937-38 issue of the Office of Education directory of institutions of higher education. On the other hand, the directory listed 317 institutions which did not participate in the NYA student aid. There were 1,387 institutions which appeared on both the NYA list and the directory list. With few exceptions, the institutions which were on one list but not on the other have small enrollments, and do not influence very much the total amount of student aid. The following figures are based upon the data for the 1,387 institutions which were listed in the directory and participated in the NYA student aid.

During a single year, 1937-38, college students received financial aid in the amount of \$51,255,145. Over three-fourths of this amount, \$41,475,686, was

given in scholarships, fellowships, grants in aid, loans, and work paid for by the institutions. The remainder, \$9,779,459, was contributed by the National Youth Administration under its student-aid program.

Apart from its regular student-aid program, the National Youth Administration set aside \$70,000, of which \$64,175 was expended for the twofold purpose of aiding Negro students residing in States having no graduate facilities open to them to attend institutions in other States where they were afforded such facilities, and of establishing special leadership training courses at several Negro colleges.

Although the figure for the Government aid represents a considerable sum, it was less than for the previous year. The National Youth Administration records show that 32.6 percent fewer students were aided by that organization in 1937-38 than in the previous year. In 1936-37 the number of students aided was 124,818; in 1937-38, because of a decrease in appropriation, it was reduced to 75,993.

In addition to the sum reported for the 1,387 colleges and universities, the National Youth Administration's figures included \$936,658, for all types of aid for 264 other institutions that participated in the Government's student-aid program but that the Office of Education does not include in its university and college list. The total amount reported for the 1,651 institutions, including the Federal funds, was \$52,191,803.

Amounts Summarized

Taking into consideration only the 1,387 institutions, the amount given college students in scholarships was \$13,395,487; in fellowships \$2,569,237; in grants in aid \$4,952,262; in loans \$5,934,184; in work paid for by the institutions \$14,624,515; and in work paid for by the National Youth Administration \$9,779,460.

It will be noted that of the figures given for the various types of student aid, by far the largest sum, even when National Youth Administration assistance is not included, is payment for work performed, a fact which indicates that student work is widespread among the colleges. Including National Youth Administration aid the sum paid to students for services performed equaled almost one-half of the total aid given.

The amount of aid given in scholarships, fellowships, and grants in aid constituted about 41 percent of the total given. Work constituted 47.6 percent, and loans 11.5 percent. Assuming that practically all scholarships, fellowships, and grants in aid are given without obligation on the part of students to repay, about 59 percent of the aid was made up, therefore, of money loaned and money paid to students for their services.

Included in the institutions represented in the National Youth Administration report were 688 classified as colleges and universities, 133 professional schools, 166 teachers colleges, 41 normal schools, and 359 junior colleges. Practically one-half of the institutions were of college or university type, and their students were granted \$41,733,953, or 81.4 percent of the total aid. Students in professional schools were granted \$2,946,677, or 5.7 percent; in teachers colleges \$3,396,101, or 6.7 percent; in normal schools \$277,501, or 0.5 percent; and in junior colleges \$2,900,914, or 5.6 percent.

Work Greatest Extent

In all types of institutions except professional schools the institutions assisted their students to a greater extent by the provision of work than by any other kind of aid. Taking into consideration the National Youth Administration work aid as well, students in professional schools likewise were assisted more through employment than

any other means. Without the National Youth Administration aid, they were helped in largest degree through scholarships.

The institutions comprised 342 controlled by States, 159 by cities, 287 by private corporations, 441 by Protestant denominations, and 158 by the Roman Catholic Church. Students in privately controlled institutions received \$17,747,465 in student aid, the largest amount received by any group. Students in State-controlled institutions followed with \$17,676,532; in institutions under Protestant control with \$10,289,333; in institutions under the Roman Catholic Church \$3,956,408; and in institutions under city control, consisting principally of junior colleges, \$1,585,407.

In institutions under every type of control except one students were aided in largest measure through the provision of work than by any other means. Students in privately endowed institutions

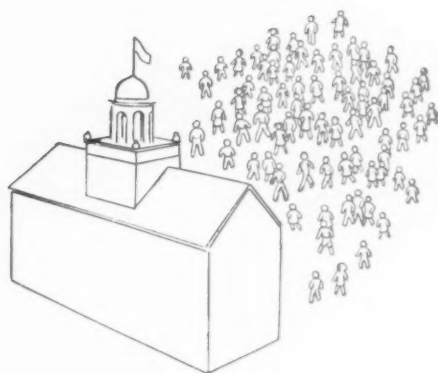
were aided in largest amount by scholarships. In institutions controlled by or affiliated with the Roman Catholic Church they were aided in greatest amount by scholarships, if National Youth Administration aid be excluded. The total percentage of work aid for each group was: city, 76.7; State, 63.9; Protestant denominations, 45.4; Roman Catholic Church, 37.1; and private corporations, 32.4.

Student Aid Greater for Men

As there are almost two and a half times as many coeducational higher educational institutions as there are separate institutions for men and for women, it is natural that the amount of financial aid in coeducational institutions should be several times as great as in the other two types of institutions combined. Furthermore, the institutions in the coeducational group include many of great size and wealth. But, while there were, in 1937-38, 55

more separate institutions for women than for men, every kind of student aid was greater in the institutions for men. This is accounted for principally by two facts: That the institutions for men, although fewer in number, enroll as a whole more students than the women's colleges, and that, including as they do a considerable number of professional and technical schools, the institutions for men as a group have far larger financial resources. Students in 1,056 coeducational institutions received \$40,477,943; in 141 institutions for men, \$6,602,393; and in 190 institutions for women \$4,174,809. Aid of all types in the 141 institutions for men exceeded that in the 190 colleges for women.

While there are undoubtedly a great many more students deserving of financial help than are assisted at the present time, the help now afforded shows that there is at present generous recognition of this need.



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- No. 50—Know Your Teacher
- No. 51—Know Your School Child
- No. 52—Know Your Modern Elementary School
- No. 53—Know How Your Schools are Financed
- No. 55—Know Your State Educational Program
- No. 56—Know Your School Library
- No. 57—Know Your Community.

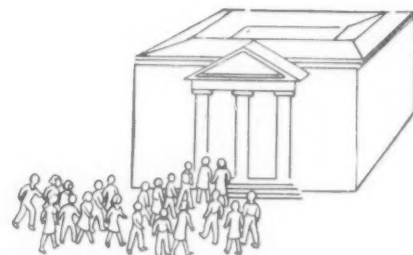
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Southern States Work-Conference on Administrative Problems

by Timon Covert, Specialist in School Finance, and
Helen K. Mackintosh, Senior Specialist in Elementary Education

★★★ Approximately 100 school administrators of 14 Southern States met recently in Daytona Beach, Fla. for a 2-weeks' study of their school problems. This meeting, the second one to be held, was designated the *Southern States Work-Conference on School Administrative Problems*.¹ Its purpose, as stated in the announcements, was "to meet a distinct need for cooperative regional study of problems relating particularly to the organization and administration of schools in each of the Southern States." The results accomplished provide an excellent illustration of the use of cooperative effort to get work done.

When calling the conference the directors expressed the desire that every Southern State would send delegates and that these officials representing the school systems and associations of each State would have opportunity to make a critical analysis of existing policies and procedures in the conduct of various phases of education and school administration. The conference was so planned that some time was left for recreation and for getting acquainted with individuals who made up its membership. Success of the conference was due in large measure to the advance planning and the careful attention to all details given by Dr. Edgar L. Morphet, director, division of administration and finance in the Florida State Department of Education and Dr. R. L. Johns, director of administration and finance in the Alabama State Department of Education.

The fact that this conference is, as the name indicates, a short course for school administrators and supervisors and is attended by educators from a

group of States having many problems in common, makes it quite different from the ordinary educational conference. Because of this unique feature and since it may have implications of value to other sections of the country the conference proceedings are reported in some detail.

Six Principal Problems

Although the program centered about six principal problems, each problem was approached from the point of view of the question, What are the problems of the South in this particular field?

The conference was organized for work into six committees each of which was composed, as nearly as possible, of one or more representatives from each State according to the special interests of the individual. The problems studied by the six committees were as follows: (1) State and local financing of education; (2) requisitioning, purchasing, distributing, storing, and using school supplies; (3) school transportation; (4) standardization, accreditation, and improvement of schools; (5) State curriculum programs; and (6) Negro education. Each of the six committees had a very flexible organization, which allowed for alternate work as a committee group of the whole, or, as a series of subcommittees to work on specific questions which developed out of group discussions.

Sessions were held daily and progress of accomplishments of the various committees were reported through the office of the executive secretary. By the beginning of the second week subcommittees were well along toward developing their reports. During the closing days, a final report including recommendations was prepared and presented by each committee to all representatives

meeting in one group. These are tentative reports; they will be edited and eventually published in printed form separately and also combined in one volume. The opinion of the conference group, as registered in the final session, was to the effect that the conference should be continued next year. Emphasis was placed on the fact that members of this year's group should attempt to report back in 1942 with illustrations of ways in which practices in their individual States had been affected as a result of the thinking induced by the conference.

Findings and Conclusions

Among the findings and conclusions of the several committees, the following are particularly noteworthy:

1. School finance.

Lack of taxpaying ability is the chief handicap that Southern States face in providing school facilities. Even those States of the South with modern revenue systems, local school administrative units large enough to operate efficiently and economically, and the most highly recommended plans for apportioning State school funds to localities have difficulty in financing their schools, in comparison with States of other sections of the country and with the State of average wealth in the Nation. In 1937, the report points out, the per capita income in the South was \$314; in the other States it was \$604. The report also calls attention to the additional complications in the problem of financing the schools in the South when the whole problem of Negro education is considered. The conclusion was reached that Federal Government assistance is necessary to a solution of their problem.

2. School supplies.

The modern school program requires many different types of educational supplies and equipment. The annual expenditure for such supplies and equipment is of considerable significance and deserves careful planning and supervision in the interests of economy and effectiveness. The attainment of economy and efficiency in the purchase and use of school supplies and equipment will be expedited by the ob-

¹ EDITOR'S NOTE.—Mr. Covert served the conference in the capacity of consultant to the committee on school finance and Miss Mackintosh, consultant on the curriculum. Both are U. S. Office of Education staff members.

servance of the following rules of management: (1) Simplification and standardization of school supplies; (2) cooperative planning within the local school administrative unit; (3) specification, tests, and certification; (4) centralized or cooperative purchasing; and (5) perpetual inventory.

3. School transportation.

There is need for greater standardization of equipment to reduce cost, increase safety, and release labor for national defense. A wide variation in costs of new equipment and insurance is evident, but there is a rapid trend toward public ownership and operation with marked economy and increased safety. More uniform accounting procedures are recommended. It is also recommended that a national conference on school bus standards be called in the early fall of 1941.

4. School standards.

A minimum of 4 years of college training for all teachers is recommended with additional graduate training requirement for all school administrators and superintendents. A minimum term of 180 days for all schools with equal salaries, school terms, and facilities in elementary and high schools is considered essential to the successful operation of the educational program and in addition, desirable community relationships should be maintained.

5. Curriculum committee.

At the present time, recognition of the need for conserving and improving human and material resources in each local community is the most important single factor in developing a curriculum program in the South. Closely related to this problem is the need for modifying the teacher education programs, and for developing closer working relationships with professional and lay organizations which are concerned in school programs. In order to substitute a forward-looking educational program for one of the traditional type more funds, especially Federal funds, are needed in the general as well as in the vocational field.

6. Negro education.

Although considerable improvement has been made in schools for Negroes in

the Southern States during the past 20 years, there is urgent need for additional improvement. Recent court decisions have accentuated this urgency, for they have made it clear that when separate schools for Negroes and whites, are maintained the facilities provided at public expense must be of equal quality and that salaries of teachers must not be unequal because of racial differences. It was recommended (1) that every effort be made to use present funds more equitably with respect to paying for schools for white and for colored children; (2) that larger State and local funds be obtained for the improvement of Negro schools; (3) that State and local leaders in education establish suitable programs for the training of Negro teachers and improved curriculum and instruction in Negro schools and provide high-school facilities where suitable instruction is offered in vocational subjects.



Nutrition Education Materials for Schools

Available From the U. S. Office of Education

Pamphlets

Farm Family Living. Vocational Education Monograph No. 22, 1941. 11 pp. (Printed.)

Suggestions for cooperative educational programs in vocational agriculture and home economics are included in this pamphlet. Securing food for the farm family is one of the problems for which joint planning is needed and for which suggestions are given.

Food for Thought: The School's Responsibility in Nutrition. Education and National Defense Series, Pamphlet No. 22. 32 pp. (Printed.) (In press.)

This pamphlet deals with the nutrition problem and nutrition education. To quote from the foreword: "The total effort required of all of us * * * in the days ahead, calls for national faith, national unity, and national strength—in the building of which food will play no small part. The ways in which the schools of the Nation can answer this call are described in this pamphlet."

Negro Farm Families Can Feed Themselves. Vocational Education Misc. 2563, June 1941. 67 pp. (Mimeographed for limited distribution.)

For several years the Negro teacher trainers in home economics and agricultural education have united their efforts in developing plans for assisting farm families to secure better farm family living. This publication is the outgrowth of the work by all members of a regional conference of Negro teacher trainers in home economics and agriculture held at Tuskegee, Ala., February 1941. It is set forth in a tentative form with the expectation that the users will submit recommendations for its revision before it is printed.

Nutrition Education Through the Schools. School Life Reprint of articles appearing in Vol. 26, 1941. The topics for each of the several articles are suggestive of its content:

Nutrition Education Throughout the School Program.

Nutrition—A Part of the Elementary School Program.

Nutrition Education in the Secondary School.

Nutrition Education and the School Lunch Program.

A Teacher-Education Project in Improving Child Nutrition.

Community Cooperation for Nutrition Education.

Information Exchange Packets (U. S. Office of Education).

Packet No. V-E-1. *A Good Elementary-School Citizen in America Has a Responsibility for Building and Preserving Good Health.* This packet contains the following:

Substitutes for the Sun. Children's Bureau Publication, 1940. 4 pp.

The Healthy Well-Nourished Child—1 to 6 Years. Children's Bureau publication, 1940. 4 pp.

How to Feed Young Children in the Home. Issued by Merrill-Palmer School, Detroit. 1940. 4 pp.

Packet No. V-G-1. *Good Citizens in America Have a Responsibility for Building and Preserving Good Health.* This packet contains the following:

Food and National Defense. Consumers' Guide, September 1940. 15 pp.

Nutrition Education Throughout the School Program. U. S. Office of Education. 1941.

The Healthy Well-Nourished Child, 6 to 16 Years. Children's Bureau publication. 1940.

The Noon Meal at School. Children's Bureau publication. 1940.

Eat the Right Food to Help Keep You Fit. Children's Bureau, Bureau of Home Economics, and U. S. Office of Education publication. 5 pp. 1941.

What Every Person Should Know About Milk. Supplement to Public Health Report, No. 150. 11 pp. 1940.

Second Installment

Educational Measures Before the 77th Congress, First Session, 1941

by Ward W. Keesecker, Specialist in School Legislation

★★★ The October issue of **SCHOOL LIFE** contained the first installment of Educational Measures Before the 77th Congress, First Session, 1941. That article contained a digest and index of principal educational bills introduced in the House of Representatives.

Below is now presented a digest and index of the main educational bills introduced in the Senate. The bills summarized in these articles have been numbered consecutively. The previous article (October issue) contained 74 House bills, hence these bills are numbered beginning with 75.

PART II—SENATE BILLS

75—S. 10 (*Mr. McCarran*): To establish a Division of Aviation Education in the United States Office of Education to promote research studies and to furnish information and assistance to organizations seeking to promote aviation education, etc. Would appropriate \$100,000 annually therefor. Similar to H. R. 3132 by Mr. Larrabee. (Referred to Committee on Education.)

76—S. 164 (*Mr. Sheppard*): To authorize the Secretary of War to detail 2 percent of the enlisted men of the Regular Army as students at such technical, professional, and other educational institutions, or as students, observers, or investigators at such industrial plants, hospitals, and other places, as shall be best suited to enable such men to acquire a knowledge of and experience in the specialties in which it is deemed necessary. (Referred to Committee on Military Affairs. Enacted into law; approved by the President May 13, 1941—Public No. 67.)

77—S. 206 (*Mr. Gillette*): To authorize that the course of instruction at the United States Military Academy be given to one person from each American Republic, such person to be designated by the President of the United States. (Referred to Committee on Military Affairs.)

78—S. 207 (*Mr. Gillette*): To authorize that the course of instruction at the United States Naval Academy be given to one person from each American Republic. (Referred to the Committee on Naval Affairs; reported from Committee with amendments; approved July 14, 1941; Public No. 168.)

79—S. 290 (*Mr. McCarran*): To establish a Civilian Glider Pilot Training Division in the Civil Aeronautics Authority. (Referred to the Committee on Commerce.) (Same as H. R. 3386 by Mr. Randolph.)

80—S. 337 (*Mr. Mead*): To provide a permanent postage of 1½ cents per pound on books. (Referred to Committee on Post Office and Post Roads; passed Senate, June 30.)

81—S. 375 (*Mr. Walsh*): To authorize post-graduate instruction for civilian employees of the Naval Establishment.—Same as H. R. 2478 by Mr. Vinson of Georgia. (Referred to the Committee on Naval Affairs; passed the Senate.)

82—S. 389 (*Mr. Wagner*): To authorize and request the President to issue annually a proclamation to designate the month of February as the Month of American Music in the United States and to suggest that American music be featured in schools and colleges during the said month. (Referred to Committee on Education and Labor.)

83—S. 480 (*Mr. Barbour*): To provide for transmitting in the United States mail free of postage certain materials for use by blind persons. (Referred to Committee on Post Offices and Post Roads.)

84—S. 481 (*Mrs. Caraway—by request*): To regulate and codify existing rules and customs pertaining to the display and use of the Flag of the United States. (Referred to Committee on the Judiciary.)

85—S. 593 (*Mr. Mead*): To promote industrial prosperity and to develop and conserve the natural resources by aiding and promoting research in engineering experiment stations connected with colleges and schools of engineering in the several States and Territories, and would authorize an appropriation therefor. This bill provides that its provisions shall be administered by the Secretary of the Interior. (Referred to the Committee on Education and Labor.)

86—S. 658 (*Mr. Russell*): To authorize appointments to the United States Military Academy and the United States Naval Academy of sons of soldiers, sailors and marines who were killed in action or who have died of wounds or injuries received, or diseases contracted, in line of duty during the World War. (Referred to the Committee on Military Affairs. Same as H. R. 2794 by Mr. Shanley.)

87—S. 660 (*Mr. Johnson of California*): To provide for an additional Naval Academy to be located on the Pacific Coast. (Referred to Committee on Naval Affairs.)

88—S. 697 (*Mr. Clark of Missouri*): To provide for the deferment of college and university students from training and service

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under the selective training and service act of 1940. (Referred to Committee on Military Affairs.)

89—S. 702 (*Mr. Reynolds*): To increase from 5 to 9 the number of cadets allowed at the United States Military Academy from the District of Columbia. (Referred to Committee on Military Affairs; passed the Senate. (Referred to House Committee on Military Affairs.)

90—S. 703 (*Mr. Reynolds*): To increase from 5 to 15 the number of midshipmen allowed at the United States Naval Academy from the District of Columbia. (Referred to the Committee on the Judiciary.)

91—S. 711 (*Mr. Barbour*): Same as H. R. 2854 by Mr. Vreeland. (Referred to Committee on the Judiciary.)

92—S. 712—also S. 714—(*Mr. McNary*): To provide that money received from the national forests paid to the State for the benefit of the communities in which such forests are situated may be expended for purposes other than public schools and public roads. (Referred to the Committee on Agriculture and Forestry.)

93—S. 767 (*Mr. Mead*): To aid in measures for national defense by the development and testing of new devices and materials and to increase industrial employment and national prosperity by aiding and promoting research in the engineering experiment stations connected with colleges and schools of engineering; to be administered by the Secretary of the Interior. (Referred to the Committee on Education and Labor. Same as H. R. 2692 by Mr. Green above listed.)

94—S. 818 (*Mr. Barbour*): To amend the Vocational Rehabilitation Act of June 2, 1920, by adding thereto the following provision: "For the purpose of this act, the term 'vocational rehabilitation' includes medical, surgical, corrective, and other services and care furnished for the purpose of rendering a person disabled fit to engage on a remunerative basis." (Referred to Committee on Education and Labor.)

95—S. 828 (*Mr. Clark of Idaho*): To increase from 5 to 10 years the period for which leases may be made of public lands granted to the State of Idaho for educational purposes. (Referred to the Committee on Public Lands and Surveys.)

96—S. 873 (*Mr. McCarran*): To amend the Selective Training and Service Act of 1940 to provide for deferring from training and service persons who are receiving instructions in regular courses at certain aeronautical schools. (Referred to Committee on Military Affairs.)

97—S. 906 (*Mr. Lee*): To provide Federal assistance to the States in making surveys as to school building needs and recommendations for school programs, including the planning, location, remodeling and equipping of public-school buildings that will serve and encourage a modern and comprehensive educational program, with particular emphasis on those phases of education that will contribute directly to national defense. This bill would authorize an appropriation of \$2,000,000 annually for the next four years and provide that the school building survey shall be conducted under the direction of the United States Commissioner of Education. (Referred to Committee on Education and Labor.)

98—S. 929 (*Mr. Pepper*): To provide for the establishment of a Youth Reference Service in the Library of Congress. (Referred to Committee on the Library.)

99—S. 987 (*Mr. Gurney*): To provide hospitalization and medical treatment of persons while receiving flight instruction under the Civil Pilot Training Program provided for by the Civilian Pilot Training Act of 1939. (Referred to Committee on Military Affairs.)

100—S. 999 (*Mr. McNary*): To authorize the Commissioner of Work Projects to approve a project for the construction of a Reserve Officers' Training Corps armory at the University of Oregon. (Referred to Committee on Appropriations.)

101—S. 1010 (*Mr. Brown*): To provide for the establishment of a marine training station in or near the city of Detroit. (Referred to the Committee on Naval Affairs.)

102—S. 1016 (*Mr. Sheppard*): Same as H. R. 623 by Mr. Randolph. (Referred to Committee on Education and Labor.)

103—S. 1025 (*Mr. Brown*): To amend the Hatch Act restricting employees whose salaries are paid wholly or in part by Federal funds from political activities so as to make it inapplicable to officers and employees of educational, religious, eleemosynary and cultural institutions. (Referred to Committee on Privileges and Elections.)

104—S. 1041 (*Mrs. Caraway*): To provide for better rural houses and farm structures through further endowment of cooperative agricultural extension work, agricultural research, and resident instruction in land-grant colleges. (Referred to Committee on Agriculture and Forestry.)

105—S. 1124 (*Mr. Mead*): To provide for the establishment of 5 regional agricultural centers for investigations and demonstration of self-sufficing farming, etc., and to provide for similar work to be conducted by State colleges of agriculture; to be administered by the Secretary of Agriculture. (Referred to Committee on Agriculture and Forestry.)

106—S. 1150 (*Mr. Pepper*): To provide for the establishment of a Pan American center at Miami, Fla., for the coordination of commercial and cultural relations between the American Republics, and for other purposes. Same as H. R. 3957 by Mr. Cannon of Florida above listed. (Referred to the Committee on Foreign Relations.)

107—S. 1153 (*Mr. Wheeler*): To appropriate \$75,000 for completing the construction, extension, and equipment of a public-school building to be available to Indian children of Fort Peck Indian Reservation, Montana. (Referred to Committee on Indian Affairs.)

108—S. 1200 (*Mr. Bankhead*): To increase from \$300,000 to \$555,000 the amount appropriated in act of April 24, 1939, for cooperative agricultural extension work. (Referred to Committee on Agriculture and Forestry. Report No. 158.)

109—S. 1260 (*Mr. McCarran*): To appropriate \$100,000 to establish a division of Aviation Education in the United States Office of Education in order to prepare teaching materials for instruction in aeronautics, to encourage cooperation between educational institutions and the aviation industry, to develop teacher-training courses in aviation education, etc. (Referred to the Committee on Education and Labor.)

110—S. 1277 (*Mr. Reynolds*): To amend the act for the Retirement of Public School Teachers in the District of Columbia by permitting such teachers to retire at age of 62, and for the retirement of certain teachers who have rendered 25 years of service. (Referred to Committee on the District of Columbia.)

111—S. 1313 (*Mr. Thomas of Utah—for himself and Mr. Harrison*): "To strengthen the national defense, to promote the general welfare through the appropriation of funds to assist the States and Territories in meeting financial emergencies in education and in reducing inequalities of educational opportunities." This bill would appropriate \$300,000,000 for the fiscal year ending June 30, 1942, and each year thereafter for the purpose of providing public educational facilities in areas affected by defense activities and for effectively equalizing educational opportunities "among and within the States," especially for children residing in rural areas, children residing on Federal reservations and posts, and children of migratory workers. This bill would create "in the Federal Security Agency a Board of Apportionment" composed of 5 members to be appointed by the President of the United States.

In order to qualify for receiving funds to be appropriated under this bill a State is required through its legislature to accept the provisions of the act and provide for the administration of funds to be received, etc. Under the provisions the Commissioner of Education shall submit annually a full and complete report showing the status of education in the United States and shall include an analysis and summary of legislative and administrative provisions adopted by each State for the expenditure of funds received through this act, and also statistical information showing the degree to which each of the States has accomplished the improvements and equalization of educational opportunities. (Referred to the Committee on Education and Labor.)

112—S. 1365 (*Mr. McCarran*): This bill provides that under the supervision of the Director of the Civilian Conservation Corps

camps, during the emergency proclaimed by the President, work in connection with conservation of natural resources shall be discontinued, and an intensive program of vocational and allied training designed to promote and contribute to the national defense shall be conducted. (Referred to the Committee on Education and Labor; reported with amendment, 7271.)

113—S. 1375 (*Mr. McCarran*): To provide for certain community school, health, and recreational facilities made necessary by the exigencies of national defense and to authorize an appropriation of \$150,000,000 therefor. (Referred to Committee on Education and Labor; reference changed to Committee on Public Buildings and Grounds. Companion bill to H. R. 4545, Public No. 137.)

114—S. 1380 (*Mr. Reynolds*): To provide for cooperation of the Federal Government with colleges in providing additional facilities for the teaching of chemical engineering; to be administered by the Federal Security Administrator acting through the Office of Education. Limits the amount any one college may receive for this purpose to \$1,000,000. (Referred to Committee on Education and Labor.)

115—S. 1406 (*Mr. Thomas of Utah, by request*): To contribute to the defense of the Western Hemisphere against external aggression, and to promote the mutual understanding and insure the continental solidarity of the people of the American Republics by the interchange of students and professors. This bill would authorize the Secretary of War to select students from each American Republic who will benefit by attendance at the United States Military Academy and such other military educational institutions in the United States as he shall designate. The bill would authorize to be appropriated the sum of \$300,000 for the fiscal year 1942, \$600,000 for the fiscal year 1943, \$900,000 for 1944, \$1,200,000 for 1945, and \$1,500,000 for 1946 and each fiscal year thereafter. For the purpose of promoting interchange of students between the United States and other American Republics the bill also would appropriate one-third of the above amounts for the purpose of promoting an interchange of teachers and professors between the United States and other American Republics. It is provided that the funds to be appropriated shall be administered by a board of trustees consisting of the Commissioner of Education and six outstanding citizens of the United States appointed by the President, and that the Office of Education shall serve as the secretariat for the board. (Referred to Committee on Foreign Relations.)

116—S. 1407 (*Mr. Barbour*): To amend the incorporation act of Howard University. Would provide for the government of the university by a board of trustees consisting of 15 members, 6 of whom shall be selected by the United States Commissioner of Education, 6 by the alumni of the university, and the 3 remaining members shall be elected by the 12 trustees chosen as hereinbefore provided. (Referred to Committee on the District of Columbia.)

117—S. 1410 (*Mr. McCarran*): To provide a method of making payments to the States with respect to certain conservation, military, and naval lands, and power projects; the funds to be paid to the States and ap-

(Concluded on page 61)



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, Editorial Assistant



COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● The official map of the United States, 7 feet long and 5 feet high (see illustration), showing the boundaries of early additions to the United States, the location of the national parks, forests, Indian lands, and other Government reservations, both on the continent and in the territories and island possessions, and the public land survey system, has been prepared by the General Land Office and sells for \$2 a copy.

● In answer to the many requests for information about the various phases of radio, the Federal Communications Commission offers *Radio—A Public Primer* in which are treated such topics as the radio spectrum, radio frequencies, television, Marine aviation use of radio, and forest radio stations. Free.

● Standards prescribed by the Children's Bureau for the *Care of Children Coming to the United States for Safety Under the Attorney General's Order of July 13, 1940* (Children's Bureau Publication No. 268) cover care in family homes and in groups, in child-care agencies, and in reception centers. Standards for medical care are also included. Price, 10 cents a copy.

● Two short films, following the general theme of *Power and the Land*, have been released by the Rural Electrification Administration and are available for showing throughout the country: *Bip Goes to Town* and *The Worst of Farm Disasters*. The former is the story of a small boy on an unelectrified farm who learns through a trip to town on the milk truck what electricity can do for a farm. The latter tells the story of the farm fire hazard.

To obtain prints, address the Information Division, Rural Electrification Administration, Washington, D. C.

● For its exhibit at the Golden Gate International Exposition held in San Francisco, the Bureau of Public Roads had 35 dioramas which, by means of a mechanical device and mirrors, brought successively into view the pageant of the progress in transportation, beginning with the first landing of horses in the new world and ending with a representation of modern highways and their uses. These 35 scenes are reproduced in black and white in *Highways of History* and opposite each scene is printed the appropriate part of the spoken narrative which accompanied the



Official United States map.

Courtesy General Land Office

exhibit. Copies of this publication are available at 25 cents each.

● A reference book—the *United States Government Manual*—provides source material on the authority for and the organization and procedure of the Federal agencies and institutions. Price, 75 cents.

● *CCC Forestry*, a manual on forestry and forest work, was prepared to aid in both the instruction and learning phases of Civilian Conservation Corps education. It contains numerous photographs, pen-and-ink sketches, and charts. Bound in cloth it sells for \$1.

● On May 28, 1940, President Roosevelt, seeking to harness industry to the rearmament program, appointed a seven-member Advisory Commission to the Council of National De-

fense. *Defense—One Year*, issued by the Office for Emergency Management, reports on the progress made by that committee. 10 cents.

● Revisions of the following price lists of Government publications have been made by the Superintendent of Documents: American History and Biography, No. 50; Commerce and Manufactures, No. 62; Education, No. 31; Fishes and Wildlife, No. 21; Foods and Cooking—Canning, Cold Storage, Home Economics, No. 11; Government periodicals, No. 36; Health—Diseases, Drugs, and Sanitation, No. 51; Laws, No. 10; Political Science, No. 54; Public Domain, No. 20; Transportation—Railroad and Shipping Problems, Postal Service, Communications, Coast Guard, and Panama Canal, No. 25. Free.

An Experiment in Agricultural Training in the CCC

by George J. Finley, Research Assistant, CCC Camp Education

★★★ An experiment to ascertain the possibility of classifying certain CCC camps for agricultural training and assigning enrollees to such camps in accordance with their general background and need for this training was recently carried on at a Soil Conservation Service camp, SCS-18, Gordonsville, Va.

The experiment grew out of the discussions of the advisory committee on CCC Camp Education, as a result of which a special committee was constituted to conduct the demonstration. The committee consisted of representatives of the agencies involved, that is, the War Department, which is responsible for the administration of the camps, the Department of Agriculture, the Division of Selection, CCC, the Office of the Director of CCC Camp Education, and several specialists in rural and vocational education from the U. S. Office of Education.

It was decided to carry on a demonstration in the field of agricultural education, and for this purpose the camp near Gordonsville, which was doing soil conservation work in that area, was selected. At the time the study was made enrollments were carried on once each quarter, and it was planned to fill all vacancies with interested enrollees from farms and rural areas in Pennsylvania until the entire company was composed of rural enrollees.

Members of the special committee visited the camp and assisted the camp committee on education in making a job index of the various jobs which were carried on either in connection with the work project or with the maintenance of the camp. They also made an analysis of the equipment available for training and the supervisory personnel or other personnel from nearby communities who might act as instructors. Finally, they made a study of the surrounding area to determine the types



Enrollees learn methods to raise vegetables.

of farming which were practicable in the neighborhood of the camp.

The job index revealed that the men could be trained on the job in such work as truck driving, food preparation, clerical work, auto mechanics, blacksmithing, tractor and grader operation, use of the saw, axe, hammer, and carpenter's tools, constructing telephone lines and soil conservation practices.

The analysis of training facilities showed that there were office equipment, trucks, tractors, graders, and other mechanical equipment; a kitchen equipped with food service equipment; an infirmary; and a vocational shop containing 150 hand tools and power driven manual training equipment comparable to that of a small high school.

Of the 14 members of the supervisory staff, 10 were college men, 6 of whom held at least a bachelor's degree. Four had had teaching experience prior to their employment in the CCC, two of these having been instructors in agriculture. Eight of the fourteen had

previously been farmers. In addition to farming and soil conservation practices, the staff members were qualified to teach such other subjects as carpentry, woodworking, auto mechanics, surveying, blueprint reading, health, first aid, cooking, and the academic subjects.

Other agricultural specialists from the nearby community and the regional headquarters of the Soil Conservation Service at Spartanburg, S. C., were interested in assisting in the project. These included an agricultural engineer, an agronomist, a forester, 6 conservationists, a wildlife specialist, 12 technicians, 2 county agents, 3 Smith-Hughes teachers, and several local farmers. The majority of these assisted in planning the program and preparing instructional materials, although several acted as instructors.

The camp was in an area of 900,000 acres of Iredell Loam and there was an average of 180 to 200 frost-free days per year. Farms in the vicinity were

largely devoted to general farming, dairying, and animal husbandry. The camp had land available for a garden or poultry demonstration project. Two dairies were available for observation within a short distance of the camp as were also several horse-breeding farms and a large game farm.

Basic Training

The camp committee on education, with the assistance of the special committee and others, outlined the following plan for training. They considered that basic training should be given to all enrollees in health, hygiene, safety, citizenship, good work habits, attitudes, and discipline. A great deal of this training, of course, would be accomplished by precept and example, and by good administration with organized or group work held to a minimum.

They considered it essential that the enrollees be trained for efficiency in the jobs assigned while in camp. The successful operation of the work program and the maintenance of the camp required that such training be carried on, and it provided an excellent opportunity to train the men in certain skills. In addition to the normal job-training program which was already in operation, the committee decided to establish, insofar as possible, a promotion chart for the camp and to publish for the benefit of the enrollees the qualifications that would be required for all jobs and tasks in the camp. It was decided that those enrollees who were selected because of their interest in agricultural training would be assigned to field duties which would coincide to an extent with their interests, leaving to the field of organized class and project work those areas of training which could not be taught economically in connection with the job.

During the first quarter the enrollees were given an orientation course in agriculture to introduce them to the basic facts underlying the study of farming. This course was required for all enrollees, and was based on outlines prepared by a special committee of the Soil Conservation Service. After the preliminary 3-month course, the enrollees were given the option to select one

or more of the following subjects: Agronomy, farm management, farm engineering, farm mechanics, farm carpentry, animal husbandry, poultry raising. They were permitted to select an additional subject at any subsequent 3-month interval as a new group came to camp and new courses were started. Each of the subjects was taught by qualified instructors. The classes were supplemented by a number of field trips.

During the 15-month period of the experiment, 336 enrollees were specially selected from rural counties in Pennsylvania and assigned to the camp. According to the camp committee on education, less than 50 percent of these enrollees actually expressed interest of any kind in agricultural training. This attitude became more marked with each enrollment period, and of the 96 enrollees received in April 1941, only 9 were from farms in actual operation or were interested in further training.

It seems significant that 47 enrollees during the period were discharged from the camp to accept employment in agricultural pursuits which they were not capable of holding prior to their camp experience. In addition to this group, there were some who served

their 6-month enrollment period and went into agricultural work but about whom there is no definite information, due to the difficulty of following up an enrollee after he leaves camp and returns to another State.

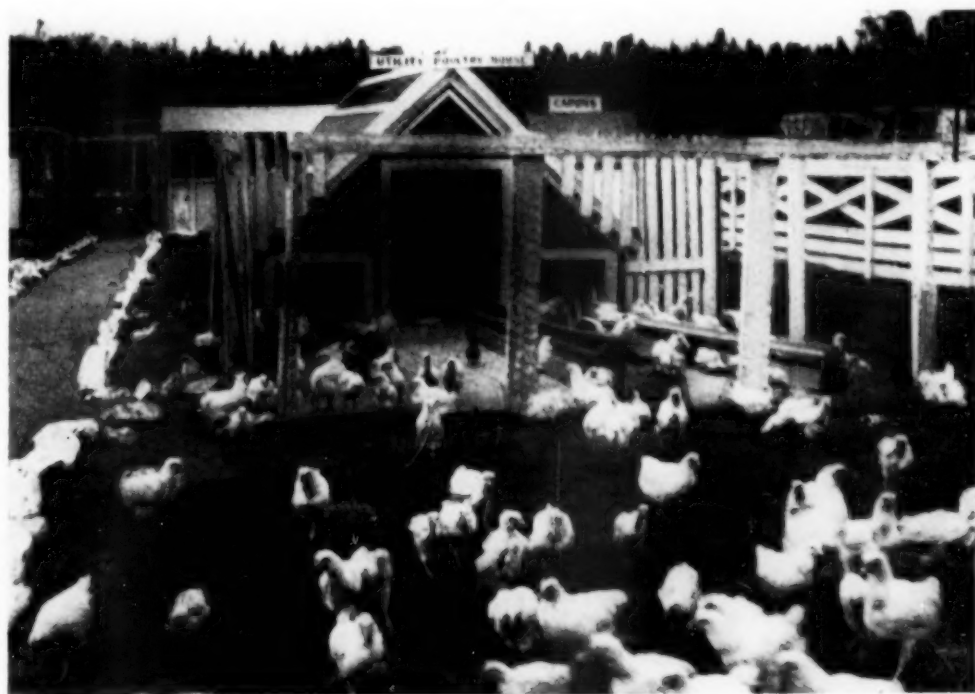
In a report submitted at the conclusion of the experiment, the camp committee on education pointed out that while competent instructors and adequate classroom facilities were available, there were several serious handicaps in conducting an effective training program in that there was a lack of demonstration and practice facilities and of sufficient time for training. The enrollees, by the way, were given from 5 to 8 hours of instruction in agriculture and related subjects each week. Moreover, the difficulty of securing rural enrollees who were interested in the training program and the instability of the enrollees' length of service in camp were also detrimental to the program.

Social Significance

However, in spite of these drawbacks, the committee stated: "The camp committee is of the decided opinion that the direct assignment of enrollees to special types of camps is entirely feasible."

(Concluded on page 54)

Poultry project.



Association for Childhood Education

by Mary Dabney Davis, Senior Specialist in
Nursery-Kindergarten-Primary Education

The 1942 convention of the Association for Childhood Education is to be held in Buffalo, N. Y., and will initiate the fiftieth anniversary celebration of the association. Plans are under way for the 465 branch associations to celebrate this anniversary year with different types of projects concerned with school and community needs and interests.

Children, Teachers, and Today's Crucial Problems was the theme of the annual conference of the Association for Childhood Education. This was developed from the 1940-41 resolutions which dealt with democratic living, evaluating school practices, providing school opportunities for children below the age of 6, and improving conditions in the community.

These resolutions stimulated thinking during the four major opportunities for discussion and exchange of experience provided by the general organization of the conference—*Study Classes*, *The Studio*—a unique contribution of the association to convention planning, where first-hand experience was offered in the fine and industrial arts, in creative writing, music, and the dance, dramatic art and science; *Interest Groups*, where attention was focused upon problems of instruction at the nursery school, kindergarten, primary, and upper school levels; and *Consultation Hours*, during which individual conferences were scheduled with chairmen of association committees and officers representing different school levels.

Throughout the convention the trend of thought indicated that any and all efforts to further democratic living, to understand people at home and abroad, and to prepare effectively for the individual and group adjustments that inevitably will follow the present emergency, must start in early childhood.

Topics of the 12 study classes for which the 1,100 delegates and members attending the convention registered, included classrooms as an influence upon the democratic living of children and adults, cultural relations in our own country and within the Americas, the relation of youth problems to childhood education, relationships between citizen groups and the schools, religion as a resource in daily life, the arts as stabilizing factors in the lives of children and adults, language and literature as means of understanding and relaxation, providing recreation for wholesome living, and problems of finance, of mental health, and of migratory, relief, and low-income groups.

Chief emphases in the addresses at general meetings were closely related to the work of the study and studio groups. The affirmative answer to Doris Gates' question, Must our children too become sociologists? was illustrated with reference to current children's books showing the need for removing barriers of social isolation. And T. V. Smith asked and answered a fundamental question in the address which opened the conference. Can a democracy discipline itself effectively enough to protect itself against those who seek to destroy it? was his question. His answer was "yes." But disciplines were cited as needed for survival. These disciplines included a cooperative search for beauty, healthy skepticism, studies of science in the quest for truth, and developing increments of goodness inherent in all mankind.

Three new officers elected to the executive board include the president, Marjorie Hardy, elementary principal of the Germantown Friends' School in Pennsylvania; the vice president representing nursery schools, Helen Christianson, of the University of California

at Los Angeles; and the vice president representing kindergartens, Mainie Heinz, a teacher in the Atlanta, Ga., public schools. Officers continuing in office are vice president representing primary grades, Mary L. Leath, elementary supervisor of Memphis, Tenn.; secretary-treasurer, Irene Hirsch, State Teachers College of Buffalo, N. Y.; and the executive secretary, Mary E. Leeper.



With the CCC

(Continued from page 53)

ible and the real solution to the problem of CCC camp education. This is even more true of fields other than agriculture, though the latter is also practicable with the correction of the deficiencies noted above. For example, the average camp attempts from 4 to 10 different types of training, more than a well-ordered high school which has its pupils 6 hours a day. This is necessary in order to meet the needs and wishes of the heterogeneous group in an average camp.

"As a result, the courses must be limited in their scope. Whereas, for example, if all the boys in a particular section or district who were interested and had the aptitude and ability in one subject, say electricity, were grouped in one camp, the results would be much better. The camp committee could concentrate on equipment, interest, and everything necessary to a successful course. The fact in itself that everyone in camp had a common interest would bring out the best in each individual."

While this demonstration and others now being carried on in CCC camps in the field of agricultural training are not entirely successful due to a number of circumstances, they are not without a vital social significance. The possibility of using the Civilian Conservation Corps to train young farmers in better agricultural methods, particularly in the fields of soil and forest conservation, is one that should be carefully considered by educators and conservationists alike.

With the U. S. Office of Education

(Concluded from page 35)

U. S. Office of Education Estimates for the School Year 1941-42

Approximate number of elementary pupils:	
Public.....	18,482,000
Private.....	2,225,000
Total.....	20,707,000
Approximate number of high-school pupils (4 years):	
Public.....	6,834,000
Private.....	500,000
Total.....	7,334,000
Number entering the first grade for the first time:	
Public.....	1,890,000
Private.....	200,000
Total.....	2,090,000
Kindergarten enrollment:	
Public.....	625,000
Private.....	40,000
Total.....	665,000
Number of elementary school teachers:	
Public.....	625,000
Private.....	75,000
Total.....	700,000
Number of high-school teachers:	
Public.....	315,000
Private.....	35,000
Total.....	350,000
Number of one-teacher schools.....	
115,000	
Number enrolled in one-teacher schools.....	
2,520,000	
Number of pupils to be trans- ported at public expense.....	
4,600,000	
Estimated number to be gradu- ated from public and private schools:	
Eighth grade.....	1,900,000
High school.....	1,275,000
College.....	175,000
Enrollment of all institutions of higher education.....	
1,450,000	
College freshmen.....	
400,000	
Graduate students (included above).....	
100,000	
Number of masters degrees granted.....	
25,000	
Number of doctors degrees granted.....	
3,200	
Instructional staff in institutions of higher education (not in- cluding officers).....	
110,000	
Enrollment in public night schools.....	
1,400,000	
Enrollment in part-time and continuation schools.....	
450,000	

Statistical Information

CIRCULARS giving latest statistical in-formation in certain fields have been pre-pared by the Statistical Division of the U. S. Office of Education and are available upon request.

These include the following titles:

Expenditures Per Pupil for Fixed Charges and auxiliary Agencies (Large City School Systems), Circ. 192.

Survival Rates of Pupils (Fifth Grade Through College), Circ. 193.

Expenditures Per Pupil for Operation of Public-School Plant (Average on State-wide Basis), Circ. 194

One-Room Schools and Transportation of Pupils, Circ. 195.

College Salaries, Circ. 196.

Age and College Year of Men Students, Cir. 198.

Expenditures Per Pupil for Operation of School Plant (Large City School Sys-tems), Circ. 199.

Write U. S. Office of Education for free copy as long as supply lasts.

Food Preparation Centers

A program of direct concern to school superintendents in many areas is being developed by the Rural Elec-trification Administration, in coopera-tion with other governmental agencies, including the U. S. Office of Education, as a concrete aid to the Nation's defense nutrition efforts. According to M. L. Wilson, Director of Nutrition for Defense, it will form the nucleus for a Nation-wide drive to improve rural diets, not only for the immediate and urgent needs of the defense emer-gency period, but for a permanent long-term aid to national health.

The program calls for the establish-ment of food preparation centers in the rural school serviced by REA financed electric power lines in 2,300 counties of 46 States. It is planned that the cen-ters, electrically equipped, will be avail-able for preparing school lunches and for home demonstration agents and other educators to teach adult groups better nutritional practices. These centers also will be designed to serve community needs for grinding whole-wheat flour and other whole-grain

foods, for dehydrating fruits and vege-tables, and for other food processing.

To the extent that schools served by REA lines are interested, REA electric systems in the various localities will be authorized to make loans to such schools at low interest rates for pur-chasing the necessary equipment. A number of electrical appliance com-panies have agreed to make the equip-ment available to the schools at greatly reduced prices.

Ten regional conferences will be conducted for State nutrition experts, school superintendents, local REA man-agers, and Federal officials to formulate procedure.

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39 Scripts

A limited number of the National Park Service's radio series, *America's Hours of Destiny*, are now available for use in school classrooms and li-braries. The 39 scripts, covering high points of America's history from days of colonization to the Wright Brothers' flight in 1903, have been used in uni-versities, colleges, secondary and ele-mentary schools by classes in history, civics, drama, radio, and oral English. Sets may be obtained by writing to the Office of Information, National Park Service, Department of the Interior, Washington, D. C.

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Social Studies Teachers

Social studies teachers from all parts of the United States will meet this year at Indianapolis for a 3-day convention beginning November 20. Anyone in-terested in teaching the social studies in elementary and secondary schools is invited to attend. The meeting is an annual event of the National Council for the Social Studies, a department of the National Education Association.

Supplementing the usual program of addresses, panel discussions, and visual-aids demonstrations, there will be two special features this year: (1) Seven-teen simultaneous seminar study groups on practical classroom problems in teaching the social studies; and (2) a symposium on citizenship education sponsored jointly by the National Council and the National Foundation for Education in American Citizenship.



THE VOCATIONAL SUMMARY

by C. M. ARTHUR, *Research Specialist, Vocational Division*



A. V. A. Meets December 10-13

The contribution of vocational education to national defense, expansion of existing vocational education and industrial arts programs to meet increasing public demands, and the part which vocational education can plan in a long-term program of education for work, will be discussed at the annual convention of the American Vocational Association in Boston December 10-13.

Arrangements for the convention are being made by a committee, of which Philip J. Spang, teacher in the Boston Boys' Trade School and president of the Massachusetts Vocational Association, is chairman. Dr. R. O. Small, director of vocational education in Massachusetts, is chairman of the honorary convention committee.

Headquarters for the convention will be the Statler Hotel, where the convention sessions, as well as the sessions of the annual meeting of State directors of vocational education, scheduled for December 8 and 9, will be held.

The first day of the State directors' meeting will be devoted to a discussion of problems relating to vocational education presented by the U. S. Office of Education, to be led by Dr. J. C. Wright, Assistant Commissioner for Vocational Education.

Graduates of agricultural apprenticeship course in Hillsdale, Mich., receive their diplomas from Harry E. Nesman, Michigan State supervisor of agricultural education.



Commenting on the theme for the convention discussions, L. R. Humphreys, teacher-trainer in agricultural education for the State of Utah, and president of the American Vocational Education, says: "Every division of vocational education now is in the front line of national defense. New opportunities for service and general and specific problems that face us will be presented by national leaders in a well-rounded, helpful convention program. National defense participation has now expanded actively into the fields of home economics, agriculture, business and distributive education, and vocational rehabilitation, as well as defense job training and industrial arts education. Never before in the history of vocational and industrial arts education has a greater opportunity for service come to us."

Weighed and Found Wanting

To secure data on the local factors to be taken into consideration in adjusting the high-school curriculum to meet the needs of rural youth was the objective of a survey recently conducted in Bay County, Mich.

Specifically, the survey was designed to find out with respect to rural youth:

1. Why many of them do not finish high school.

2. Why they leave the farm.

3. The types of guidance needed by them.

4. Their recreational needs.

This survey, which was made for the purpose of developing a plan for setting up occupational information and guidance services in rural schools, brought to light many interesting facts.

It showed that one of the deterrents toward marriage in rural areas is lack of employment and finances; that 77 percent of the youth surveyed were born in Bay County; that only 11.7 percent were high-school graduates; that the courses taken by them indicated that they had received little guidance; that the location of high schools and lack of adequate facilities prevented farm boys and girls from securing adequate training in agriculture and homemaking; that a large percentage indicated a desire for vocational training; that either they do not have much opportunity for advanced education or are not utilizing what opportunity they do have; that 50 percent had never held a job; that schools and employment agencies have done little to assist them in finding employment; and that comparatively little has been done to insure recreational facilities for them.

The findings of the Bay County survey, which are incorporated in Official Miscellany No. 2045 of the Michigan State Board of Control for Vocational Education, Lansing, Mich., "should be helpful to other communities interested in helping rural youth to more satisfactory vocational adjustment and improved home and community living."

Eveleth Trains Guides

A unique course for guides and cabin resort helpers has been conducted during the past 2 years at Eveleth, Minn., by Roy Teller, junior high school instructor in that city.

Eveleth is a mining town on the Mesabi Range and is the gateway to a large area of lakes and forest which is rapidly becoming a vacation haunt for camping and fishing parties. But those who do not know the area must rely on guides to take them over the trails and portages and down the rivers that lead to the lakes; and until the Eveleth course was started there were not enough guides to supply the demand.

Prospective enrollees in the Eveleth course are required to pass a written test of 25 questions pertaining to woodcraft and fishing. The course covers the handling of boats and motors, and motor repairing; the buying of groceries to assure balanced meals for camping parties; simple camp cooking and the care of cabins; various kinds of fishing, including bait casting and reel and fly fishing, bait for game fish, and different types

of lines; water safety, including first aid, how to bring a person out of the water, how to break a death grip, and artificial respiration.

Those who took the course last year made a final camping trip at the end of the training period, to Silver Rapids, north of Ely, Minn. They traveled up the North Keweenaw River, made three portages and paddled to Bald Eagle Lake after crossing Gabro Lake, and made camp. Forty-eight of them in all, they were divided into groups of five, each group pitching its own tent, making balsam beds and camp fires, and doing its own cooking. From their camp base they went into various parts of the lake for fishing for the remainder of the trip.

Of special interest is the action of four of the largest tackle manufacturing establishments in the country in loaning or giving rods, lines, baits, and reels for use in connection with the course.

The National Youth Administration enrollees who completed the first year's course, which was sponsored by the Eveleth public schools and financed by the State department of education, found employment in resorts in Minnesota, Wisconsin, and Michigan. They were placed by the Minnesota Conservation Department.

Red Cross Certificate Required

A two-year course in home nursing is required for all prospective home economics teachers in the University of Idaho. The instructor in this course is a registered nurse with a college degree. As a part of the instruction students are required to complete a first-aid course entitling them to a Red Cross certificate. The modern infirmary at the university is used by students in securing practical experience in connection with the nursing course.

Brazil Wants Technical Teachers

Specialists in woodworking, domestic arts, construction of internal combustion engines, construction of aircraft, design, and production of industrial art and leather work, metal working, casting, electro-chemistry, stone working and plastering, tanning, iron, steel, and glass production, and in other similar fields, are wanted as teachers in Brazil.

The U. S. Office of Education has been asked by the U. S. Employment Service to assist in making known these opportunities for Brazilian positions.

Those interested in the South American positions may secure information in regard to them from their local public employment offices. Attention is called to the statement of the U. S. Employment Office that salaries in the teaching positions will be comparable to those paid in the United States, that round-trip transportation will be furnished by the Brazilian Government, that employment will last a minimum of 1 year with probable option to renew, and that a knowledge of the Portuguese, Italian, Spanish, French, or

German language is preferable but not obligatory. The announcement of the Employment Service also indicates that living expenses are considerably less in Brazil than in the United States, and that the rate of foreign exchange is favorable to the United States.

They Want To Know

Evidence that women are interested in securing help in buying electrical equipment and information concerning its use and care, is borne out by the success of an adult education class on that subject held last year in Fowler, Ind.

This class was set up on request of local women. The area home economics representative of the Rural Electrification Administration program in Benton County, in which Fowler is situated, and the home economics teacher in the local school, planned a program involving a day and an evening of instruction, and invited county women to attend. Invitations were sent to women's clubs, church groups, and farm bureau groups. A large number of women and several men attended the combination instruction-demonstration program, which was in reality a community project.

Michigan Inaugurates Farm Apprentice Plan

Apprenticeship training in agriculture became a reality in Michigan with the completion of the first organized agricultural apprenticeship program sponsored by the State board of control for vocational education.

Under the provisions of the Michigan plan an agricultural apprentice is a young person 16 years of age or older, who enters into a written agreement approved by his employer, parent, and the local school authorities, covering the terms of his training. This agreement provides for his employment in an approved program of farming which must include at least 100 hours of related instruction in a high-school vocational agriculture department and must be continued for a minimum of 2 years' full-time or 3 years' half-time farming. In effect it calls for a program of supervised farm practice as provided under the Smith-Hughes Act, on an apprenticeship basis.

"To be eligible for agriculture apprenticeships," says Harriett H. Carr, supervisor of publications for the Michigan State Board of Control for Vocational Education, "boys must be physically fit, socially adapted to farming, and must serve a 3-months' probationary period. For the most part, the Michigan agricultural apprentices are boys who have left full-time school. These youth may continue with their regular high-school instruction on a part-time basis and graduate if they wish. Special adaptations in regard to the time spent in apprenticeship are made for boys who have not completed high school and wish to do so.

"Instruction is given at group meetings,

the local teacher of vocational agriculture usually being responsible for the supervision and teaching work and for the coordination of the apprenticeship program. Each apprentice is provided with a record book, in which the different types of farm work he carries on month by month are entered. This record is valuable to him in securing placement after he has finished his training program. The apprentice is awarded a diploma upon completion of his apprenticeship, which indicates the length of time he spent in the apprenticeship program and the proficiency he attained.

"No set apprentice wage is stipulated under the Michigan plan, but it is assumed that the compensation will include board, lodging, washing, mending, and some cash remuneration.

"The local superintendent of schools is responsible for the establishment of the course in the local school system. He is responsible, also, for making a survey to ascertain in advance the farming opportunities and related agricultural occupations open to young men who enroll for the apprenticeship training.

"The Michigan agricultural apprenticeship plan provides, also, for the appointment of a local advisory committee consisting of the local superintendent of schools or principal, the instructor for the apprenticeship program, the county agricultural agents, the 4-H Club agent, and one or more successful farmers, to assist in the selection and placement of candidates for apprentice training and with other problems connected with the program."

Each of the Hillsdale apprentices received classroom instruction in the high-school farm in management, farm marketing, farm credit, accounting, sanitation, disease control, and in approved practices in major enterprises, as well as in poultry and egg production, dairying, swine production, soil testing and management, fertilizers, and sheep care and management, according to the report. And what is of special interest is the fact that every one of these boys reported when they were graduated from the apprenticeship course that they had already become established as tenant farmers and were planning to become farm owners.

Commenting on the Michigan agricultural apprenticeship program, George H. Fern, director of the State board of control for vocational education said recently:

"This program offers an opportunity to the youth who desires to make farming his work. Through apprenticeship training young persons may secure actual farming experience as well as technical knowledge. The farm provides the work experience, the school the related technical knowledge. Youth who spend 2 or 3 years as agricultural apprentices are adequately prepared for their occupational life without the loss of time, effort, and expense incident to adjustment in farming without previous training."



EDUCATORS' BULLETIN BOARD



by SUSAN O. FUTTERER and RUTH A. GRAY, U. S. Office of Education Library

New Books and Pamphlets

Report Writing

Annual Reports and How to Improve Them. Edited by Mary Swain Routzahn. New York, Social Work Publicity Council (130 East 22d St.), 1941. 20 p. 50 cents. Mimeographed.

A bulletin on how to write an annual report; includes suggestions for selecting titles and themes, for making figures talk, for combining reporting and interpretation, and for organizing the departmental report.

Dental Health

Your Child's Teeth. Prepared by Vivian V. Drenckhahn and C. R. Taylor, with the assistance and approval of the committee on dental health education of the American Dental Association. Approved by the U. S. Public Health Service. Chicago, Ill., Bureau of Public Relations, American Dental Association, c1940. 40 p. illus. 10 cents, single copy.

Prepared for parents and teachers of children from the preschool age through elementary school age group; traces the growth of teeth and indicates the important relationship of dental health to the child's development.

Community Relationships

Community Contacts and Participation of Teachers. An analysis of the community relationships of 9,122 public-school teachers selected as a national sample, by Florence Greenhoe. Washington, D. C., American Council on Public Affairs, 1941. 91 p. \$1.50.

Major interest in this study centers about four points: teacher mobility, social fitness for teaching, teacher reaction to community conduct codes, and teacher participation in organized community life.

Guidance

Finding Yourself in High School, Problems of Junior and Senior High School Pupils. Frank Jones Clark, editor. The Fourth Yearbook of the Washington High School Principals' Association, 1940-41. Seattle, Wash., 1941. 112 p. \$1 single copy. (Order from Frank Jones Clark, Washington High School Principals' Association, Broadway High School, Seattle, Wash.)

Practical guidance material for principals and counselors. Pupils' edition (containing only material of interest to the pupil) is available for 80 cents, single copy, or 60 cents each in lots of 10 or more.

Plays for Children

Footlight Fun, a Book of Plays for Grades Six to Ten, by Salie Coulter. New York, Silver Burdett Company, 1941. 216 p. illus. \$2.36.

Four plays with complete working directions for lighting, make-up, costumes, etc. The plays: *The Knight of the Turkey Feather*, a modern fantasy; *Mischief on Olympus*, a satire; *Reindeer on Relief*, a Christmas play; *Honorable Aladdin*, a success story in the Chinese manner.

Handwriting

Solving Handwriting Needs . . . as we see them today, by Dr. Frank N. Freeman. Columbus, O., Zaner-Bloser Co., 1941. 36 p. illus. 10 cents.

Contents: Left-handed writers should be tested and taught.—Manuscript writing meets needs in grades 1 and 2.—Skill periods provide necessary balance in handwriting instruction.

Reference Books

Main Highways to Knowledge; a Study Guide to Reference Books. By John L. Hinds. Wichita, Kan., The McGuin Publishing Co. 1941. 118 p. 17 cents a copy, plus postage.

A workbook in the use of libraries and reference books, organized for high-school students.

Recreation

Recreational Research, by G. M. Gloss. University, La., 1940. 63 p. \$1. (From G. M. Gloss, Associate Professor, University, Louisiana.)

A compilation of available studies, opinions, reports, books, and other useful recreation materials; includes a bibliography (p. 47-62) and a bibliography of recreation bibliographies.

Industrial School Survey

Survey of the Boys' Industrial School, Lancaster, Ohio. Made for the State of Ohio, Department of Public Welfare, by T. C. Holy and G. B. Stahly with the assistance of the Survey Staff and cooperating committees. Columbus, Ohio, The Ohio State University, 1940. 275 p. (Bureau of Educational Research Monographs No. 24.) \$1.50 paper, \$2 cloth.

A comprehensive survey of the institution with specific recommendations for the future program.



Recent Theses

Gossard, Arthur P. Administrative provisions for superior and backward children in the public-school system of 10 large cities. Doctor's, 1940. University of Chicago. 172 p.

Hackley, Annie B. A study of errors and remedial reviews as means of improvement of instruction in third semester algebra. Master's, 1940. Hampton Institute. 57 p. ms.

Haggerty, Earl J. An evaluation of certain mental tests used as measures of read-

ing capacity. Master's, 1940. Boston University. 76 p. ms.

Halprin, Jack. The teacher tenure problem. Master's, 1940. New Jersey State Teachers College. 75 p. ms.

Lawson, Douglas E. Curriculum development in city school systems. Doctor's 1939. University of Chicago. 238 p.

Mohr, Rose L. An analysis of recent materials concerning methods of teaching the typewriter keyboard. Master's, 1940. George Washington University. 55 p. ms.

Munyan, Viola L. The development of a course of study in homemaking for fifth, sixth, seventh, and eighth grade girls. Master's, 1940. University of Maine. 158 p. ms.

Nott, Chester W. A procedure for evaluating and projecting improvements in a local syllabus for senior high school English. Master's, 1940. Syracuse University. 127 p. ms.

Phelan, Sister Mary Benedict. Visual perception in relation to variance in reading and spelling. Doctor's, 1940. Catholic University of America. 48 p.

Rhodes, Charlotte D. Diagnostic study of third-grade reading difficulties with suggestions for remedial instruction. Master's, 1940. Texas College of Arts and Industries. 91 p. ms.

Rice, Arthur J. A survey of the intelligence and achievement scores of white and Negro children entering the junior high schools of Louisville in September 1938. Master's, 1940. University of Louisville. 162 p. ms.

Rust, Edna N. A study of spelling errors made on a fifth-grade achievement test. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 75 p. ms.

Stocker, Chester G. Teacher load in public secondary schools. Doctor's, 1940. University of Pennsylvania. 82 p.

Swift, Frederic F. A correlation of Kwalwasser-Dykema test scores earned by siblings. Master's, 1940. Syracuse University. 157 p. ms.

Weeden, Clarice J. World history for civic purposes. Master's 1940. Boston University. 95 p. ms.

Wells, Dorothy. A study of the reading habits and attitudes of the socially maladjusted junior high school child. Master's, 1940. Syracuse University. 54 p. ms.

Williams, Nannie M. M. A survey of guidance in the accredited high schools of Virginia. Master's, 1940. George Washington University. 93 p. ms.

Zim, Herbert S. Science interests and activities of adolescents. Doctor's 1940. Teachers College, Columbia University. 236 p.

Financing Public Schools in Wyoming

by Timon Covert, Specialist in School Finance

★★★ The income from the Wyoming permanent public-school fund and unsold public-school lands amounted to more than \$10 per census child (ages 6 to 21 years) for the school year 1939-40. This is fully 50 percent more per child than any other State realizes from such sources. The total amount of State funds provided for each pupil and the percentage of all funds for the public schools in Wyoming which were derived from State-wide sources, however, were considerably less than the corresponding total and percentage in each of several States.

Units for School Administration and Support

The State of Wyoming, like every other State, exercises general oversight and control over the public schools. In other words the State is the final authority in all matters pertaining to public-school administration and finance, but the counties and local school districts carry the State's education program into effect, and the revenues for education are raised in part by the State government, in part by the counties, and in part by the local school districts.

Each of the 23 counties constitutes a unit for certain school administrative functions and for raising school revenue. A superintendent of schools elected on a nonpolitical ballot serves as the county school executive officer and with certain other county officers establishes and revises school district boundary lines. County school taxes are levied by a board of county commissioners.

The local school district, however, prevails as the predominant unit for school administration and support. There are three types of local school districts in the State: Small districts, most numerous and chiefly rural; about 20 first-class districts, each having a

school population of 1,400 or more; and about 15 high-school districts, each of which usually embraces more than one elementary district. The amount of school funds to be raised locally for various items of expense and the extent of other business to be conducted in the school district are determined by the voters at an annual meeting. The execution of the district's business transactions is a duty of the local board of education.

Sources of the School Revenues

From the State Government

Besides biennial appropriations to match funds allotted to the State by the Federal Government for vocational and rehabilitation education, the State of Wyoming has two school funds for annual distribution to the public schools. The source of each fund and the method for its apportionment is set forth in the law.

The school land income fund.—The State has a permanent school fund which exceeds \$20,000,000. This fund has been built up chiefly from the sale of lands granted to the State by the Federal Government. Not all of the land, however, has been sold. Approximately 3,000,000 acres of unsold school lands belong to the State. The income from these two sources for the year 1939-40 amounted to \$812,685.82, or as already stated, approximately \$10 for each child of school age in the State.

The equalization fund.—Legislation was enacted in 1935 which provided a plan of equalizing the costs of a foundation education program among the elementary and high-school districts of the State. The law was revised and expressed in greater detail in 1939. Previous to the revision \$287,000 was allotted annually to the equalization fund from the proceeds of a State sales tax. The legislature in 1939, however, made an appropriation of \$400,000 for

the biennium ending March 31, 1941, from the general fund of the State for this purpose. The fund is administered, at a cost not to exceed 1 percent of the amount of the fund, by the State superintendent of public instruction and the State board of education.

For vocational education.—A biennial appropriation is made for vocational education and another for civilian rehabilitation. These funds are administered by the State board of education acting as the board for vocational education. The sum of \$37,000 was appropriated for the biennium ending March 31, 1941, for vocational education and \$15,000 for rehabilitation.

From the Federal Government

In common with all States, Wyoming receives funds from the Federal Government for vocational education and civilian rehabilitation. The schools of Wyoming, however, receive financial assistance from other Federal Government funds which benefit the schools of some but not all States. This is due to the fact that grants from these funds are restricted to the States or localities of their origin. One of these funds is a significant source of income for the public schools of Wyoming. It consists of receipts from rentals and royalties paid to the Federal Government as rentals of mineral lands in the public domain and as royalties on the production of coal, phosphate, oil, oil shale, gas, and sodium from such lands. The law under which these leases are made (Public, No. 146, February 25, 1920) provides for the allotment of 37½ percent of the receipts to the respective States within whose boundaries the leased lands or deposits are located. The law specifies that the grants are for the construction and maintenance of public roads or for the support of public schools or other public educa-

tional institutions as the legislature of the respective States may direct. Other incomes for the public schools of Wyoming received from the Federal Government are allotments from the receipts from the sale of lands in the public domain, from timber and grazing rights in the national forest reservation, and from grazing rights in national grazing districts in the public domain. These are of less significance—being smaller in amount—and benefit the schools of certain counties only, since they are restricted to the counties, as well as the State, of their origin.

From the County

1. Each county board of commissioners is required to levy a tax on the general property within the county, not to exceed 3 mills on the dollar of the assessed valuation, sufficient to produce \$300 for each teacher and school bus driver in the county, as approved by the proper officials according to provisions in the law.

2. The proceeds of fines imposed under general laws of the State are paid to the county treasuries where assessed for the benefit of the respective county school funds.

3. Each county includes in its general budget sufficient funds for salaries and other expenses of the county superintendent's office.

From the School District

1. The qualified electors of a school district are authorized to vote a tax for elementary school purposes not to exceed $3\frac{1}{2}$ mills on the dollar of assessed valuation, and when properly notified that a higher rate is an issue, may, with a 51-percent majority, vote not to exceed $8\frac{1}{2}$ mills on the dollar. The district which maintains elementary and secondary grades may vote an additional 2-mill levy for high-school purposes. Districts organized for high-school purposes only may vote not to exceed 5 mills for current expenses and 10 mills for current and building purposes.

2. A poll tax of \$2 on each person between the ages of 21 and 50 years inclusive is levied for local school purposes. This tax is administered by county fiscal officers for the respective school districts within each county.

Apportionment of School Funds

State School Funds

Incomes from the permanent school fund and school lands.—Incomes from these two sources constitute a single fund. In March and September of each year, any moneys in this fund are apportioned to the several counties of the State in the proportion that the number of children between the ages of 6 and 21 years in each county is to the total number of children of such ages in the State. Computations for the apportionment are made under the direction of the State superintendent of public instruction on the basis of the last preceding annual school census reports from the county superintendents of schools.

The transfer of funds from the State treasury to the respective county treasuries is made by the State auditor in accordance with requisitions of the State auditor in accordance with requisitions of the State superintendent of public instruction. To the money thus received by each county is added any receipts in the county treasury from fines. The total constitutes the county school fund for distribution by the county superintendent of schools to the respective school districts upon the basis of the school census.

The equalization fund.—The equalization fund is used to assist any school district which is unable to support the foundation education program, as defined by law, with all other available revenues (State funds apportioned on the school census basis, Federal Government funds and \$300 per teacher from the county school tax) including the proceeds of a local district tax the rate of which depends upon the grades of school maintained by the district as follows: Elementary grades only, $3\frac{1}{2}$ mills on the assessed valuation; elementary grades and provision for high-school facilities in the home district or tuition payments for high-school pupils to another district, 5 mills; high-school grades only, $11\frac{1}{2}$ mills.

Vocational and rehabilitation education funds.—Funds provided by the State for these purposes with those allotted to the State by the Federal Government for the same purposes are

used to assist localities and for supervisory work by the State under the direction of the State board of education.

Special education funds.—Funds which are provided for special education are used, under the direction of the State board of education, for the education and training of children afflicted with physical and mental handicaps. The staff of the State superintendent includes a supervisor of special education and one for the education of the deaf and blind.

Federal Government Funds

Grants from incomes of mineral and oil lands in Wyoming.—The moneys ($37\frac{1}{2}$ percent of the royalties from mineral and oil lands in the public domain in Wyoming) paid annually to the State by the Federal Government are allocated by the State as follows:¹ 41 percent for highway construction and maintenance; 9 percent for State university building construction and maintenance; 50 percent for salaries of public-school teachers and drivers of school transportation vehicles.

The part allocated to the public schools is distributed to the respective counties according to the approved number of teachers and bus drivers employed in each during the preceding year. The number of high-school teachers in a county is multiplied by $11\frac{1}{2}$ in making the computation.

Grants from incomes from national forest reserves and grazing districts.—Revenues from these sources benefit the schools of certain counties only. The moneys paid to the State by the Federal Government from national forest reserve incomes (25 percent of the annual receipts, derived chiefly from timber and grazing rights, from each national forest reserve is paid to the State or Territory in which the reserve is situated, to be used as the legislature thereof may prescribe, for the benefit of the public schools or public roads of the county or counties in which the forest reserve is situated) are transferred by the State to the counties en-

¹ This distribution is for any amount received up to \$4,000,000. The law provides a somewhat similar distribution for any excess amount.

titled thereto in proportion to the acreage of national forest reserve in them respectively. The State law authorizes the county commissioners of any county, which receives such moneys, to allot same to the county road fund and the county school fund with the provision that neither fund be allotted less than 5 percent of the county's total.

Grants, quite similar to those from the incomes from the forest reserves, are made by the Federal Government from the receipts from national grazing districts. The State law provides that the moneys from these grants shall be allotted in part to the public schools of the counties containing such districts.

County School Funds

Each county has two school funds for apportionment during the year. One consists of the county's share of the income from the State permanent school fund and school lands plus the receipts from fines in the county.² The other consists of the proceeds of the county general property tax for schools.

Incomes from State permanent school fund and school lands and from fines.—The moneys derived from these sources² are distributed within each county, upon order of the county superintendent of schools, among the several school districts according to the number of children of school age in each such district. The law provides that any high-school district (one organized for high-school purposes only) shall be entitled to the per capita distribution for every child who resides within such district and is enrolled in the high school.

Proceeds of the county school tax.—The moneys from this source are distributed among the school districts of the county, upon order of the county superintendent of schools, according to the number of teachers and school bus drivers employed in each such district. The law defines, for the purpose of determining the amount to which a district is entitled from this fund, the method of computing the number of teachers and the number of school bus drivers.

Amount of funds for the public schools of Wyoming by sources for the school year 1939-40¹

From the State government:

(a) For distribution to local school districts:	
Income from the permanent school fund and school lands.....	\$812,685.82
General fund appropriations: ²	
1. For the equalization fund.....	197,999.95
2. For vocational education.....	8,816.32
3. For civilian rehabilitation.....	7,143.30
4. For special education ³	2,860.00
(b) For the State department of education:	
General fund appropriations:	
1. For all purposes of administration and supervision except the vocational and rehabilitation programs.....	9,090.00
2. For administering the vocational education program.....	18,435.91
3. For administering civilian rehabilitation.....	1,581.18

From the Federal Government:

(a) For distribution to local school districts:	
Royalties from mineral and oil lands.....	321,790.20
Incomes from national forests.....	19,538.43
Incomes from national grazing districts.....	20,034.41
Allotment for vocational education.....	87,267.96
Allotment for civilian rehabilitation.....	6,486.54
(b) For the State department of education:	
Allotment for administering vocational education.....	19,753.94
Allotment for administering civilian rehabilitation.....	2,283.63

From the County:

(a) For teachers' and bus drivers' salaries.....	951,647.10
(b) For expense of county supervision (includes salaries, office expense and travel).....	302,118.58

From the Local School Districts:

For current expense, capital outlays, and all other expense combined.....	2,957,068.83
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¹ Data supplied by Esther L. Anderson, State superintendent of public instruction, Cheyenne, Wyo.

² Less amounts for administration purposes.

³ Tuition is paid from this fund for some children attending school in other States.

⁴ Paid from county general fund.

Local school district funds.—Moneys raised locally or by any individual school district consist of the proceeds of general property taxes levied on the property in the district and poll taxes on each person 21 to 50 years of age inclusive in the district. Both of these taxes are administered by county officials for the school districts.



Congressional Measures

(Concluded from page 50)

portioned to counties shall be used for public schools and public roads pending action of the State legislature. (Referred to Committee on Public Lands and Surveys.)

118—S. 1472 (Mr. Murray): To appropriate \$50,000 for cooperation with the public school district of Hays, Mont., for the construction and improvement of public school buildings to be available for Indian children. (Referred to Committee on Indian Affairs.)

119—S. 1502 (Mr. Mead): To aid in national defense by the development of new devices and materials and to increase employment and prosperity by promoting research and the training of research workers in engineering experiment stations connected with colleges and universities. (Referred to Committee on Commerce.)

120—S. 1594 (Mr. Langer): To provide for the deferment from military service in time of peace of certain college and university students. (Referred to Committee on Military Affairs.)

121—S. 1631 (Mr. Herring): To provide for the establishment of an academy for training persons for civilian positions in the service of the United States; the said academy to be under the supervision of the Secretary of State who shall select for appointment thereto students in the same manner and number as persons are appointed to the U. S. Naval and Military Academies. (Referred to Committee on Education and Labor.)

122—S. J. R. No. 11 (Mr. Vandenberg): To propose an amendment to the Constitution of the United States to prohibit child labor. (Referred to Committee on the Judiciary.)



Traveling Exhibits

The Division of Graphic Arts of the United States National Museum maintains six traveling exhibits illustrating the various processes of the graphic arts for the use of schools, colleges, public libraries, museums, and other organizations that are interested in How Prints are Made.

Applications and correspondence should be addressed to U. S. National Museum, Division of Graphic Arts, Washington, D. C.

² Certain counties receive moneys from the incomes from national forest reserves and grazing districts which are added to their school funds.



In Public Schools

by W. S. Deffenbaugh

Larger School Districts

"The trend toward the formation of larger school districts by consolidation," says the State superintendent of public instruction of Oklahoma in his *Biennial Report, 1938-40*, "has continued since statehood. Succeeding legislatures have recognized the need for the larger rural school. Various statutes have encouraged centralization. The State has given financial aid to enable consolidated and union graded districts to provide suitable school buildings. The independent districts have been authorized to transport pupils to their schools. Recent acts of the legislature have made it possible for a rural school district to close the local school and transfer all pupils to a school maintained in and by another district without giving up its own district organization. Legislation had made it easy for one district to attach another district. As a result of these laws, the number of organized school districts in Oklahoma has been reduced from the 5,845 reported in 1915 to 4,644 in 1940. The number decreased from 4,697 to 4,644 during this biennium."

New Fields of In-Service Training

"Two new fields of in-service training," according to *Pennsylvania Public Instruction*, "have been started on an experimental basis for tax assessors and school board secretaries in various sections of Pennsylvania by the Public Service Institute, a unit of the Department of Public Instruction. Training classes for local assessors are being held in various centers of the State, for periods of 6 to 8 weeks. The instruction is being given once each week, and each session is for 3 hours. The Public Service Institute has worked in conjunction and in cooperation with the county commissioners located in the counties where the training is made available. Such topics as assessment in Pennsylvania, assessing urban real property, procedure in assessing rural real property, assessment of personal property and occupations, revision, equalization and appeals, and the county commissioners' part in assess-

ments, are being studied in the new course.

"A new training service for school board secretaries is being conducted on the same basis as the tax assessors. Such topics as duties of the school board secretary; the minutes; the budget; tax laws; attendance laws and work permits; purchasing materials; and insurance are being studied as an aid to the local school board secretary. The material used for this program was assembled and edited by the Public Service Institute."

School Board Manual

A questions and answers method is utilized in *A Manual for School Board Members*, just issued by the Bureau of School Service, University of Kentucky, in the presentation of information for the guidance of Kentucky school boards. The publication contains sections devoted to the scope and importance of American education, functions, and relationships of local school boards, budgets, meetings, procedures, and Kentucky law.

The compilation for the book was made by Dr. Leonard E. Meece, assistant professor of educational administration at the university.

Ruling on Consolidation

The Wisconsin Supreme Court has handed down a decision regarding the power of the State superintendent of public instruction to consolidate school districts. "In reviewing the appeals of school districts affected by the consolidation orders of the State superintendent of public instruction," says *Wisconsin Journal of Education*, "the court held that the State superintendent acted within his rights, and the consolidation orders were to 'stick.' The high court ruled that the law giving the State superintendent the power to consolidate districts of low valuation (\$100,000 or less) was reasonable and that the legislature had power to delegate to State Superintendent Callahan the duty of ordering consolidations. The court said that such power could be delegated without any standards whatsoever to guide the State superintendent."

An Open Letter

At the opening of school in September Dr. Eugene B. Elliott, State superintendent of public instruction of Mich-

igan, addressed an open letter to the teachers of the State. The following quotation from his letter will be of interest to teachers in other States.

"Michigan has given much attention to health and sports; over 4,000 teachers are directly engaged in teaching competitive sports; 90 percent of the teachers spend some time in teaching health, safety, and body-building activities. In the turbulent school year 1941-42, when democracy itself is backed up against the wall, all of those things are not enough. It is not enough that pupils learn to read; they must read understandingly and become devoted to the ideas and ideals of a working democracy. It is not enough that they learn arithmetic; they must learn to use their figuring for competency in actual practice. It is not enough that they learn the facts of conservation; they must engage in useful activities in which the facts become operative. It is not enough that our students learn about our great American leaders and their accomplishments; they must be worthy descendants by practicing living together, working together, and together making sacrifices for the common good. Our teachers, principals, and pupils must enlist for service alongside of men in our armies to accomplish this task."

Parents' Interest in the Schools

"A part of the study made this year (1940-41) by the research committee of the Seattle Principals' Association," according to *The Seattle Educational Bulletin*, "had to do with an attempt to measure parents' interests in the schools. To determine these interests a questionnaire was sent to 2,203 parents in 6 elementary school districts. The parents were asked to rate 12 activities of the school system according to their interest. These are listed below in the order in which they were ranked by the parents. Since 1,163 questionnaires—slightly more than 50 percent—were returned, it is felt that the compiled rating has significance.

1. Methods of instruction.
2. Pupils' progress and achievement.
3. Courses of study.
4. Discipline and behavior of pupils.
5. Health of pupils.
6. Teachers and school officers.
7. Values of education for a successful life.
8. School buildings and building programs.
9. School clubs and school sports.
10. Business management and finance.
11. Parent-teacher association.
12. Board of education.

"It will be noted," says the bulletin, "that parents are most interested in how their children are being taught, what they are being taught, and what results are being achieved. The returns indicate that the vital part played by the items attracting least attention need emphasis and exposition as to how they contribute to those items attracting greatest attention."

Vertical Supervision

"As a result of a policy of constant study and self-evaluation of its own services by the State department of education," according to the *Sixty-eighth and Sixty-ninth Annual Report of the Department of Education of Georgia*, "the vertical plan of organization has been adopted for the supervisors: i. e., when a general State school supervisor visits a school he inspects all grades from the first through the highest—vertically from bottom to top of the school. While the number of persons required for this work is the same as it was formerly, duplication of effort and expense is avoided under the new plan of organization."



In Colleges

by Walton C. John

Alcohol and Football

Outstanding football coaches of American universities announced recently through W. Roy Breg, executive secretary of Allied Youth, that there are no places open on college and university football squads for players who use alcoholic beverages.

Even though the manpower of prominent football contenders among colleges and universities will be decreased by Army duty and jobs in defense industries, varsity football will continue to be the sport of total abstainers, leading coaches say.

The new roll call in which prominent institutions and their football mentors are quoted on "no drinking" rules in sports resulted from a survey of 15,000 high-school students, which indicated the close attention these young people have given to the coaches' warning. "Even a few drinks spoil your possibilities as an athlete."

Replying to Secretary Breg's request for up-to-date opinions and observations, "to show why this rule persists, even though drinking is increasingly

popular among many Americans," were the coaches of Princeton, Cornell, Syracuse, Harvard, Ohio State, Washington State, Texas Christian, Colgate, Texas Agricultural and Mechanical, and Universities of Alabama, Illinois, Pennsylvania, California, Kansas, North Carolina, and Minnesota.

President Teaches

Contrary to the present-day custom in colleges and universities, but more in harmony with the practices of college presidents of 50 years ago, President Paul S. Havens of Wilson College will, for the first time since his inauguration in 1937, become a teaching member of his own faculty during the coming academic year. To seniors he offers a new and unusual course, *The Life of the Mind*.

The purpose of the course is to give the student a comprehensive view of the sweep of man's learning in general and the connections and the interrelations between this and 4 years of liberal-art education in particular.

Adapting to the college uses the Oxford University system of discussion in don's rooms, President Havens meets the class in his library one night a week throughout the first semester for a 3-hour discussion.

The text books, some of which are to be read during summer recess, are certain pivotal works, including Dante's *Divine Comedy*, Plato's *Republic*, and Milton's *Areopagitica*. They will be studied, President Havens said, not as works in themselves but as representations of the minds of their time and as influences in the present.

Shortage of Dentists

According to Dean A. W. Bryan of the Dental College of the University of Iowa there is now a shortage of dentists in Iowa and in the Nation. Last spring only 1,500 dentists were graduated from the colleges of the Nation, whereas at least 2,500 are needed to replace those who have died or retired.

Relation of School and College

A study of the relation of school and college started 11 years ago by the Progressive Education Association is nearing completion.

Under the chairmanship of Dr. Wilford M. Aikin, Ohio State University, the association's special commission is preparing to publish its report in six volumes.

Center of the study has been 30 representative secondary schools throughout the country, including Ohio State's

University School, in which old curriculum patterns have been laid aside and new ones introduced with greater emphasis on individual development among students.

The commission has followed the graduates of these schools into college. The forthcoming volumes will report on the curriculum changes in the 30 schools and the success of 5,000 of their graduates in college.

The following conclusions may already be drawn from this study:

1. A student's success in college is not dependent upon his following a prescribed pattern of subjects or units in the secondary school.
2. The work of the high school can be related much more significantly to each student's interests and purposes. This is an advantage rather than a detriment to his work in college.
3. Freedom from prescribed college requirements has been a great challenge and stimulation to the participating schools. Without exception they say that it has resulted in the greatest period of educational growth in the school's history.



In Libraries

by Ralph M. Dunbar

Research Materials Added

In a recent issue of the *Library Quarterly*, Robert B. Downs gives a comprehensive account of the research materials added to libraries in the United States during the period July 1, 1939, to June 30, 1940. In summary he states: "Despite wars and depressions, budget retrenchments, and unsettled conditions, the past year was marked by a great enrichment of American library resources. If the United States has not already become the world's library center, it is rapidly achieving that position."

"One striking fact, doubtless disconcerting to the student and scholar, emerges from the two annual surveys thus far completed. This is the scattering of complementary and supplementary materials in widely separate areas of the country. . . . Microcopying is a possible answer; the matter of location can and should be cared for through the Library of Congress Union Catalog. In a nation as vast as our own there may well be room for duplication of collections, even in highly specialized fields, but a reasonable degree of coordination is obviously desirable. Agreements for dividing collecting interests now being discussed among the large university and reference libraries of the East point to an intelligent solution of the problem."

Supplies Technical Books

The latest annual report of the New York Public Library describes how that institution has been meeting the problem of supplying technical books to the trainees in the defense courses. "The first plan," the report states, "was to put collections of technical books in special branches to be used only by students in defense courses. This was not feasible because: (1) The men did not necessarily work or live in the neighborhood of the school they attended; (2) their schedule of work by day and school by night left no time for visits to the branch library which might be from 5 to 20 minutes distant.

"The real solution was to take the books they needed to the men in the schools and circulate them on the spot. It was decided, therefore, to select 10 schools as experimental centers, list the books needed by each, deposit a collection of those books in each, and have a librarian from the nearest branch circulate the books in the school once a week. This plan is now under way. Its development took the enthusiastic cooperation of extension division, school-work office, and the branches near the schools."

America, North and South

At the recent annual conference of the American Library Association in Boston, the three groups interested in work for children and young people planned their programs and exhibits as a unit instead of each one separately. Having the general theme, "America, North and South," for the meetings of the sections, the school librarians stressed North America and the children's librarians, South America, with both continents being considered at the joint meeting.

Professional Education

The professional training committee of the school librarians section of the American Library Association sponsored a preconference meeting in Boston to consider the professional education of school librarians. Special emphasis was placed upon the problems of the inexperienced librarian, her relations to the school, and the various adjustments which must be made. Two papers were presented, one by Mrs. Mary Peacock Douglas, school library adviser of the North Carolina Department of Public Instruction, and the other by Dr. Warren Cox, director of research of the New York State Education Department.

New Edition Issued

A revised edition of *Guide to Library Facilities for National Defense* has just been issued by the American Library Association. According to Robert B. Downs, chairman of the joint committee responsible for this work, "this new edition reflects the success of this attempt toward a better rounded research tool, for, with the addition of about 250 libraries and the expansion of data from libraries in the original group, it approximately doubles the size of the preliminary publication. The new edition has also benefited greatly by innumerable suggestions for revision, arrangement of material, classification of libraries, index entries, and other modifications."

In Other Government



Agencies

by Margaret F. Ryan

Department of the Interior

An exhibit depicting the work of the Grazing Service in the conservation of public grazing lands of western United States has been added to the Interior Department Museum in Washington.

Illuminated transparencies show sheep and cattle on the range, and a special series of transparencies shows the conservation work of CCC enrollees in improving the public range. Spurs, lariats, and other cowboy paraphernalia serve as decorative accessories. The contribution of the western livestock industry to national defense is shown on a chart indicating the large part of meat, wool, leather, pharmaceutical, and other products derived from the range country.

The museum of which this grazing exhibit forms a part is located in the Department of the Interior Building, between C and E Streets and Eighteenth and Nineteenth Streets, in Washington, within three blocks of the White House. It is open Monday through Saturday, and admission is free.

For further information write to H. L. Raul, Museum Curator.

Rural Electrification Administration

Power and the Land, an REA motion picture, had been shown in more than 2,500 theaters before an estimated audience of between 10 and 15 million persons since its release, October 1,

1940. Prints of the film carrying the story of REA and the cooperative method of power distribution have been distributed in several foreign countries. Spanish and Portuguese versions of the film are being prepared by the office of the Coordinator of Commercial and Cultural Relations Between the American Republics.

United States Maritime Commission

Recent dedication of training stations at St. Petersburg, Fla., and at Huenema, Calif., brings the annual capacity of the training system of the United States Maritime Commission up to 6,000 apprentice seamen. In addition there are 350 unlicensed men training for periods of from 4 to 6 months to become officers at stations at Fort Trumbull, New London, Conn., and at Government Island, Calif.

The Commission is also training approximately 600 cadets on merchant vessels and at its cadet schools at Fort Schuyler, N. Y., and at Treasure Island, San Francisco. The cadets, after following a 3- to 4-year course, will become officers of the Merchant Marine. Approximately 500 additional cadets are enrolled in the four existing State nautical schools at Boston, New York, Philadelphia, and San Francisco, where 3- and 4-year courses are offered.



What the Schools Can Do

Ways in which United States schools may play a vital role in national preparedness are outlined in *What the Schools Can Do*, another new U. S. Office of Education defense pamphlet.

What the Schools Can Do recommends action on six fronts: (1) health and physical education; (2) education for citizenship; (3) community, national, and international relations; (4) conservation of national resources; (5) education for work; (6) pupil guidance.

What the Schools Can Do is the U. S. Office of Education's response to frequent requests from school teachers and school administrators asking suggestions on adapting their curricula and organization to meet defense needs.

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In Public Schools

by W. S. Deffenbaugh

Larger School Districts

"The trend toward the formation of larger school districts by consolidation," says the State superintendent of public instruction of Oklahoma in his *Biennial Report, 1938-40*, "has continued since statehood. Succeeding legislatures have recognized the need for the larger rural school. Various statutes have encouraged centralization. The State has given financial aid to enable consolidated and union graded districts to provide suitable school buildings. The independent districts have been authorized to transport pupils to their schools. Recent acts of the legislature have made it possible for a rural school district to close the local school and transfer all pupils to a school maintained in and by another district without giving up its own district organization. Legislation had made it easy for one district to attach another district. As a result of these laws, the number of organized school districts in Oklahoma has been reduced from the 5,845 reported in 1915 to 4,644 in 1940. The number decreased from 4,697 to 4,644 during this biennium."

New Fields of In-Service Training

"Two new fields of in-service training," according to *Pennsylvania Public Instruction*, "have been started on an experimental basis for tax assessors and school board secretaries in various sections of Pennsylvania by the Public Service Institute, a unit of the Department of Public Instruction. Training classes for local assessors are being held in various centers of the State, for periods of 6 to 8 weeks. The instruction is being given once each week, and each session is for 3 hours. The Public Service Institute has worked in conjunction and in cooperation with the county commissioners located in the counties where the training is made available. Such topics as assessment in Pennsylvania, assessing urban real property, procedure in assessing rural real property, assessment of personal property and occupations, revision, equalization and appeals, and the county commissioners' part in assess-

ments, are being studied in the new course.

"A new training service for school board secretaries is being conducted on the same basis as the tax assessors. Such topics as duties of the school board secretary; the minutes; the budget; tax laws; attendance laws and work permits; purchasing materials; and insurance are being studied as an aid to the local school board secretary. The material used for this program was assembled and edited by the Public Service Institute."

School Board Manual

A questions and answers method is utilized in *A Manual for School Board Members*, just issued by the Bureau of School Service, University of Kentucky, in the presentation of information for the guidance of Kentucky school boards. The publication contains sections devoted to the scope and importance of American education, functions, and relationships of local school boards, budgets, meetings, procedures, and Kentucky law.

The compilation for the book was made by Dr. Leonard E. Meece, assistant professor of educational administration at the university.

Ruling on Consolidation

The Wisconsin Supreme Court has handed down a decision regarding the power of the State superintendent of public instruction to consolidate school districts. "In reviewing the appeals of school districts affected by the consolidation orders of the State superintendent of public instruction," says *Wisconsin Journal of Education*, "the court held that the State superintendent acted within his rights, and the consolidation orders were to 'stick.' The high court ruled that the law giving the State superintendent the power to consolidate districts of low valuation (\$100,000 or less) was reasonable and that the legislature had power to delegate to State Superintendent Callahan the duty of ordering consolidations. The court said that such power could be delegated without any standards whatsoever to guide the State superintendent."

An Open Letter

At the opening of school in September Dr. Eugene B. Elliott, State superintendent of public instruction of Mich-

igan, addressed an open letter to the teachers of the State. The following quotation from his letter will be of interest to teachers in other States.

"Michigan has given much attention to health and sports; over 4,000 teachers are directly engaged in teaching competitive sports; 90 percent of the teachers spend some time in teaching health, safety, and body-building activities. In the turbulent school year 1941-42, when democracy itself is backed up against the wall, all of those things are not enough. It is not enough that pupils learn to read; they must read understandingly and become devoted to the ideas and ideals of a working democracy. It is not enough that they learn arithmetic; they must learn to use their figuring for competency in actual practice. It is not enough that they learn the facts of conservation; they must engage in useful activities in which the facts become operative. It is not enough that our students learn about our great American leaders and their accomplishments; they must be worthy descendants by practicing living together, working together, and together making sacrifices for the common good. Our teachers, principals, and pupils must enlist for service alongside of men in our armies to accomplish this task."

Parents' Interest in the Schools

"A part of the study made this year (1940-41) by the research committee of the Seattle Principals' Association," according to *The Seattle Educational Bulletin*, "had to do with an attempt to measure parents' interests in the schools. To determine these interests a questionnaire was sent to 2,203 parents in 6 elementary school districts. The parents were asked to rate 12 activities of the school system according to their interest. These are listed below in the order in which they were ranked by the parents. Since 1,163 questionnaires—slightly more than 50 percent—were returned, it is felt that the compiled rating has significance.

1. Methods of instruction.
2. Pupils' progress and achievement.
3. Courses of study.
4. Discipline and behavior of pupils.
5. Health of pupils.
6. Teachers and school officers.
7. Values of education for a successful life.
8. School buildings and building programs.
9. School clubs and school sports.
10. Business management and finance.
11. Parent-teacher association.
12. Board of education.

★ "It will be noted," says the bulletin, "that parents are most interested in how their children are being taught, what they are being taught, and what results are being achieved. The returns indicate that the vital part played by the items attracting least attention need emphasis and exposition as to how they contribute to those items attracting greatest attention."

Vertical Supervision

"As a result of a policy of constant study and self-evaluation of its own services by the State department of education," according to the *Sixty-eighth and Sixty-ninth Annual Report of the Department of Education of Georgia*, "the vertical plan of organization has been adopted for the supervisors: i. e., when a general State school supervisor visits a school he inspects all grades from the first through the highest—vertically from bottom to top of the school. While the number of persons required for this work is the same as it was formerly, duplication of effort and expense is avoided under the new plan of organization."



In Colleges

by Walton C. John

Alcohol and Football

Outstanding football coaches of American universities announced recently through W. Roy Breg, executive secretary of Allied Youth, that there are no places open on college and university football squads for players who use alcoholic beverages.

Even though the manpower of prominent football contenders among colleges and universities will be decreased by Army duty and jobs in defense industries, varsity football will continue to be the sport of total abstainers, leading coaches say.

The new roll call in which prominent institutions and their football mentors are quoted on "no drinking" rules in sports resulted from a survey of 15,000 high-school students, which indicated the close attention these young people have given to the coaches' warning. "Even a few drinks spoil your possibilities as an athlete."

Replying to Secretary Breg's request for up-to-date opinions and observations, "to show why this rule persists, even though drinking is increasingly

popular among many Americans," were the coaches of Princeton, Cornell, Syracuse, Harvard, Ohio State, Washington State, Texas Christian, Colgate, Texas Agricultural and Mechanical, and Universities of Alabama, Illinois, Pennsylvania, California, Kansas, North Carolina, and Minnesota.

President Teaches

Contrary to the present-day custom in colleges and universities, but more in harmony with the practices of college presidents of 50 years ago, President Paul S. Havens of Wilson College will, for the first time since his inauguration in 1937, become a teaching member of his own faculty during the coming academic year. To seniors he offers a new and unusual course, *The Life of the Mind*.

The purpose of the course is to give the student a comprehensive view of the sweep of man's learning in general and the connections and the interrelations between this and 4 years of liberal-art education in particular.

Adapting to the college uses the Oxford University system of discussion in don's rooms, President Havens meets the class in his library one night a week throughout the first semester for a 3-hour discussion.

The text books, some of which are to be read during summer recess, are certain pivotal works, including Dante's *Divine Comedy*, Plato's *Republic*, and Milton's *Areopagitica*. They will be studied, President Havens said, not as works in themselves but as representations of the minds of their time and as influences in the present.

Shortage of Dentists

According to Dean A. W. Bryan of the Dental College of the University of Iowa there is now a shortage of dentists in Iowa and in the Nation. Last spring only 1,500 dentists were graduated from the colleges of the Nation, whereas at least 2,500 are needed to replace those who have died or retired.

Relation of School and College

A study of the relation of school and college started 11 years ago by the Progressive Education Association is nearing completion.

Under the chairmanship of Dr. Wilford M. Aikin, Ohio State University, the association's special commission is preparing to publish its report in six volumes.

Center of the study has been 30 representative secondary schools throughout the country, including Ohio State's

University School, in which old curriculum patterns have been laid aside and new ones introduced with greater emphasis on individual development among students.

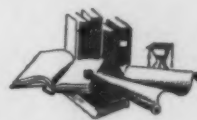
The commission has followed the graduates of these schools into college. The forthcoming volumes will report on the curriculum changes in the 30 schools and the success of 5,000 of their graduates in college.

The following conclusions may already be drawn from this study:

1. A student's success in college is not dependent upon his following a prescribed pattern of subjects or units in the secondary school.

2. The work of the high school can be related much more significantly to each student's interests and purposes. This is an advantage rather than a detriment to his work in college.

3. Freedom from prescribed college requirements has been a great challenge and stimulation to the participating schools. Without exception they say that it has resulted in the greatest period of educational growth in the school's history.



In Libraries

by Ralph M. Dunbar

Research Materials Added

In a recent issue of the *Library Quarterly*, Robert B. Downs gives a comprehensive account of the research materials added to libraries in the United States during the period July 1, 1939, to June 30, 1940. In summary he states: "Despite wars and depressions, budget retrenchments, and unsettled conditions, the past year was marked by a great enrichment of American library resources. If the United States has not already become the world's library center, it is rapidly achieving that position."

"One striking fact, doubtless disconcerting to the student and scholar, emerges from the two annual surveys thus far completed. This is the scattering of complementary and supplementary materials in widely separate areas of the country. . . . Microcopying is a possible answer; the matter of location can and should be cared for through the Library of Congress Union Catalog. In a nation as vast as our own there may well be room for duplication of collections, even in highly specialized fields, but a reasonable degree of coordination is obviously desirable. Agreements for dividing collecting interests now being discussed among the large university and reference libraries of the East point to an intelligent solution of the problem."

Supplies Technical Books

The latest annual report of the New York Public Library describes how that institution has been meeting the problem of supplying technical books to the trainees in the defense courses. "The first plan," the report states, "was to put collections of technical books in special branches to be used only by students in defense courses. This was not feasible because: (1) The men did not necessarily work or live in the neighborhood of the school they attended; (2) their schedule of work by day and school by night left no time for visits to the branch library which might be from 5 to 20 minutes distant.

"The real solution was to take the books they needed to the men in the schools and circulate them on the spot. It was decided, therefore, to select 10 schools as experimental centers, list the books needed by each, deposit a collection of those books in each, and have a librarian from the nearest branch circulate the books in the school once a week. This plan is now under way. Its development took the enthusiastic cooperation of extension division, school-work office, and the branches near the schools."

America, North and South

At the recent annual conference of the American Library Association in Boston, the three groups interested in work for children and young people planned their programs and exhibits as a unit instead of each one separately. Having the general theme, "America, North and South," for the meetings of the sections, the school librarians stressed North America and the children's librarians, South America, with both continents being considered at the joint meeting.

Professional Education

The professional training committee of the school librarians section of the American Library Association sponsored a preconference meeting in Boston to consider the professional education of school librarians. Special emphasis was placed upon the problems of the inexperienced librarian, her relations to the school, and the various adjustments which must be made. Two papers were presented, one by Mrs. Mary Peacock Douglas, school library adviser of the North Carolina Department of Public Instruction, and the other by Dr. Warren Coxe, director of research of the New York State Education Department.

New Edition Issued

A revised edition of *Guide to Library Facilities for National Defense* has just been issued by the American Library Association. According to Robert B. Downs, chairman of the joint committee responsible for this work, "this new edition reflects the success of this attempt toward a better rounded research tool, for, with the addition of about 250 libraries and the expansion of data from libraries in the original group, it approximately doubles the size of the preliminary publication. The new edition has also benefited greatly by innumerable suggestions for revision, arrangement of material, classification of libraries, index entries, and other modifications."

In Other Government



Agencies

by Margaret F. Ryan

Department of the Interior

An exhibit depicting the work of the Grazing Service in the conservation of public grazing lands of western United States has been added to the Interior Department Museum in Washington.

Illuminated transparencies show sheep and cattle on the range, and a special series of transparencies shows the conservation work of CCC enrollees in improving the public range. Spurs, lariats, and other cowboy paraphernalia serve as decorative accessories. The contribution of the western livestock industry to national defense is shown on a chart indicating the large part of meat, wool, leather, pharmaceutical, and other products derived from the range country.

The museum of which this grazing exhibit forms a part is located in the Department of the Interior Building, between C and E Streets and Eighteenth and Nineteenth Streets, in Washington, within three blocks of the White House. It is open Monday through Saturday, and admission is free.

For further information write to H. L. Raul, Museum Curator.

Rural Electrification Administration

Power and the Land, an REA motion picture, had been shown in more than 2,500 theaters before an estimated audience of between 10 and 15 million persons since its release, October 1,

1940. Prints of the film carrying the story of REA and the cooperative method of power distribution have been distributed in several foreign countries. Spanish and Portuguese versions of the film are being prepared by the office of the Coordinator of Commercial and Cultural Relations Between the American Republics.

United States Maritime Commission

Recent dedication of training stations at St. Petersburg, Fla., and at Huenema, Calif., brings the annual capacity of the training system of the United States Maritime Commission up to 6,000 apprentice seamen. In addition there are 350 unlicensed men training for periods of from 4 to 6 months to become officers at stations at Fort Trumbull, New London, Conn., and at Government Island, Calif.

The Commission is also training approximately 600 cadets on merchant vessels and at its cadet schools at Fort Schuyler, N. Y., and at Treasure Island, San Francisco. The cadets, after following a 3- to 4-year course, will become officers of the Merchant Marine. Approximately 500 additional cadets are enrolled in the four existing State nautical schools at Boston, New York, Philadelphia, and San Francisco, where 3- and 4-year courses are offered.



What the Schools Can Do

Ways in which United States schools may play a vital role in national preparedness are outlined in *What the Schools Can Do*, another new U. S. Office of Education defense pamphlet.

What the Schools Can Do recommends action on six fronts: (1) health and physical education; (2) education for citizenship; (3) community, national, and international relations; (4) conservation of national resources; (5) education for work; (6) pupil guidance.

What the Schools Can Do is the U. S. Office of Education's response to frequent requests from school teachers and school administrators asking suggestions on adapting their curricula and organization to meet defense needs.

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